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ABSTRACT

It was believed that information derived from a study of the imperative educational needs in Wisconsin might assist the Wisconsin State Department of Education and other State policymaking agencies to develop guidelines for future program planning and allocation. First, the document outlines the problems investigated in the study, describes the sampling instrumentation and data collection procedures used, and discusses the treatment of the data obtained. Then, the document reports the ranking and distributions of specific educational needs within each of ten need categories and the findings relating to the composite rankings of educational needs across all 10 categories (including specific quotes by respondents.) The presentation concludes with a summary of the findings, the conclusions drawn, and suggests some implications for policy and for further study. (Author/JF)

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WISCONSIN EDUCATIONAL NEEDS ASSESSMENT STUDY*

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FOREWORD

The research reported herein is a product of the unique skills and efforts of many people. Although the procedures for the study are delineated in Chapter II, the authors wish to acknowledge specifically those individuals and agencies that contributed much to this study. First, the Center for Research and Program Development of the Wisconsin Department of Public Instruction provided the funds for the study under the operation of Title III, Elementary and Secondary Education Act; but more than that, from the inception to the completion of the study, three staff members of the Center -- Russell S. Way, Director; Robert E. Clasen, Research Associate; and John M. Gottman, Research Associate -- joined with the authors to serve as a team for the project. They provided keen inputs regarding each major facet of the study: background for the research, focus of the study, selection of sample, development of the interview instrument, and treatment of the data. In essence, these three staff members of the Center for Research and Program Development might well be viewed as co-authors of this report.

Next, the individual interviewing required by the design of the study would never have been feasible except for the services provided by the Wisconsin Survey Research Laboratory, University Extension, The University of Wisconsin. This laboratory specializes in conducting studies that require individual interviewing and maintains a capable and competent staff for this purpose. To Harry P. Sharp, Director, and Mina C. Hockstad, Associate Director, go our particular thanks for their conducting the pilot test of the interview instrument, holding the individual interviews, and coding and tabulating the data.

Another University of Wisconsin facility, the University Computing Center, was uniquely staffed and equipped to meet the computing demands of the study. To the personnel of the Computing Center we are particularly appreciative for expediting the complex analyses and generating the trend surface maps included in Chapters II and III.

To colleagues of the authors in the Department of Educational Administration, The University of Wisconsin, we express gratitude for their willingness to critique our ideas and procedures when they were called upon to do so.

Finally, we wish to acknowledge with gratitude the help of the 655 persons who willingly gave of their time to be interviewed -- school board members, school superintendents, principals, teachers, students, P.T.A. officers, mayors, and newspaper editors. We are particularly indebted to the superintendents and principals for their assistance in making arrangements for many of the interviews. Interviewees expressed a keen interest in the study and they hoped that their opinions and judgments would be of help. Likewise, it is our hope that this report of the study will be interesting and helpful. It is directed toward the end that education in the State of Wisconsin will continue to be improved.

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R.T.G.
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Madison, Wisconsin
June, 1969

TABLE OF CONTENTS

Page

FOREWORD i

CHAPTER

I. OBJECTIVES AND DESIGN OF THE STUDY 1

Problems Investigated. 1
Procedures Utilized. 2

School Districts Included in the Study. 2
Respondents in Each District. 5
Development of the Interview Instrument 6
Pilot Test of the Instrument and Gathering of the Data. 9

Treatment of the Data. 11

II. SPECIFIC EDUCATIONAL NEEDS 14

Category I: Subject Fields. 16
Category II: Level of Education. 23
Category III: Vocational-Technical Programs. . . 30
Category IV: Teacher Personnel 32
Category V: Administrative Services. 39
Category VI: Pupil Services. 43
Category VII: Budget Allocations 46
Category VIII: Instructional Approaches. 50
Category IX: Educational Programs. 57
Category X: In-Service Education 62
Summary 67

III. COMPOSITE EDUCATIONAL NEEDS. 70

Summary 76

IV. CONCLUSIONS AND IMPLICATIONS 77

Conclusions. 77
Implications 78

Implications for Educational Policy 79
Implications for Educational Research 80

TABLE OF CONTENTS (continued)

Page

APPENDIXES

A. School Districts Included in the Sample. 85

B. Geographic Distribution of the Sample. 86

C. Respondents Chosen for Interview 87

D. Instrument Used in the Study 88

E. Letter to Interviewees 102

LIST OF TABLES

TABLE		Page
1.	Educational Needs by Subject Fields.	15
2.	Educational Needs by Level of Education.	25
3.	Educational Needs for Vocational-Technical Programs. .	31
4.	Educational Needs Related to Teacher Personnel	34
5.	Educational Needs for Administrative Services.	40
6.	Educational Needs for Pupil Services	44
7.	Educational Needs for Budget Allocations	47
8.	Educational Needs for Instructional Approaches	51
9.	Educational Needs for Educational Programs	59
10.	Educational Needs for In-Service Education	66
11.	Composite Ranking of Imperative Educational Needs in All Categories	71

LIST OF MAPS AND FIGURES

Page

FIGURE

I. Illustration of Map Interpretation. 17

MAP

1. Need for Reading as Perceived by the Total Sample . . . 19
2. Need for Reading as Perceived by School Boards. 20
3. Need for Reading as Perceived by Educators. 21
4. Need for Reading as Perceived by Students 22
5. Need for Reading as Perceived by Citizens 24
6. Need for Vocational-Technical Programs as Perceived by School Boards 27
7. Need for Vocational-Technical Programs as Perceived by Students. 28
8. Need for Vocational-Technical Programs as Perceived by Citizens. 29
9. Need for Educational Programs in Skilled Trades as Perceived by the Total Sample 33
10. Need for Teacher Evaluation as Perceived by the Total Sample. 36
11. Need for Attention to the Problem of Ineffective Teaching as Perceived by the Total Sample. 37
12. Need for Attention to the Problem of Ineffective Teaching as Perceived by Students. 38
13. Need for Community Analysis as Perceived by the Total Sample. 41
14. Need for Curriculum Development as Perceived by the Total Sample. 42
15. Need for Junior High School Guidance as Perceived by the Total Sample. 45

LIST OF MAPS AND FIGURES (continued)

MAP		Page
16.	Need for Classroom Facilities as Perceived by the Total Sample.	48
17.	Need for Classroom Facilities as Perceived by School Boards.	49
18.	Need for Individually Guided Instruction as Perceived by School Boards	53
19.	Need for Individually Guided Instruction as Perceived by Educators	54
20.	Need for Individually Guided Instruction as Perceived by Students.	55
21.	Need for Individually Guided Instruction as Perceived by Citizens.	56
22.	Need for Programs for Students Terminating Education With High School as Perceived by School Boards.	60
23.	Need for Programs for Students Terminating Education With High School as Perceived by Citizens	61
24.	Need for Programs for Alienated Youth as Perceived by Educators	63
25.	Need for Programs for Alienated Youth as Perceived by Students.	64
26.	Need for Programs for Alienated Youth as Perceived by Citizens.	65
27.	Need for Education in Diagnosing Pupil Needs as Perceived by Total Sample	68
28.	Need for Education in Motivating Pupils as Perceived by the Total Sample.	69

CHAPTER I

OBJECTIVES AND DESIGN OF THE STUDY

The problems which were investigated in this study; the sampling, instrumentation, and data collection procedures used; and the treatment of the data obtained are discussed in Chapter I. Chapter II reports the rankings and distributions of specific educational needs within each of ten need categories. Chapter III presents findings relating to the composite rankings of educational needs across all ten categories and includes specific quotes by respondents. In Chapter IV the findings are summarized, the conclusions drawn, and some implications for policy and for further study are suggested.

Problems Investigated

The general purpose of the study was to determine the imperative educational needs in the State of Wisconsin. It was believed that such information might assist the Wisconsin Department of Public Instruction and other policy-making agencies in the State in developing guidelines for future program planning and allocation of funds.

Data were sought to aid in answering the following specific questions:

1. What are the imperative educational needs in Wisconsin, as perceived by school board members, educators, students, and selected citizens?
2. What priorities are assigned to specific and composite educational needs in the State of Wisconsin?
3. How are the need priorities distributed in the various geographic regions of the State?

Procedures Utilized

In view of the uses to which the data were to be put, great care was taken in the sampling methods used, the choice of respondents within each school district, the construction and pilot testing of the interview instrument, and the procedures used to gather the data. Each of these is explained below.

School Districts Included in the Study

Several meetings of the study staff were directed toward an examination of factors to be considered in selecting the population of school districts from which the study sample would be drawn.

First, the population of districts was to be defined so as to give every region of the State an equal opportunity for selection in the sample, and the sample was to be large enough to insure the representation of each of the major regions.[1]

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[1] It was also decided that the school district of Milwaukee should be included since it is of sufficient magnitude to be of concern to the whole State.

Second, it was decided that only school districts offering instruction at the high school level should be sampled. This was done in order to avoid undue emphasis on the needs of districts operating only elementary schools and to assure a balanced representation of educational needs at all levels.

Third, the planning group also decided to limit the population to districts which were large enough to employ two full-time building principals or central office staff members in addition to a full-time school superintendent. A reason for this decision was the anticipated need to obtain responses from full-time building administrators as well as from full-time teachers, and the fact that smaller districts tend to utilize teaching principals would negate this approach.

A final decision concerning the population was that public school districts would be the sampling unit. This was deemed appropriate because the emphasis of the study was on determining imperative educational needs, rather than on specifying which agencies public, private, or parochial should meet these needs.

A second basic problem of design was addressed early in the deliberations of the study staff. Two opposing extremes of design were possible. One approach would be to use a large mailing of questionnaires covering all school districts in the State. This technique suffered several disadvantages. It is almost impossible to construct questionnaires which are both short enough to encourage response and detailed enough to secure data of a complicated

nature. Mailed questionnaires often are not returned, and a large amount of missing data would seriously weaken the findings. Finally, massive questionnaire mailings require long periods of time, both to secure the returns and to analyze the data. At the other extreme, it would have been possible to use in-depth interviews of a large number of respondents in one or two districts. While such an approach has much to commend it, it obviously would forbid generalization of the findings. The planning group decided to utilize an approach that was between these extremes, hopefully avoiding the more flagrant shortcomings of each. It was decided to set the sample at 40 districts, large enough to assure a degree of generalizability of the findings but not so large as to prohibit in-depth analyses.

Since Milwaukee already had been designated as one of the 40 districts in the sample, a means for choosing the other districts was selected. Various ways of stratifying a sample were considered and rejected. It was decided to select a ten per cent sample, 39 of the 389 districts, by purely random sampling procedures, since such sample, using Tchebycheff's test of accuracy, would provide an estimate (at 95 per cent confidence) of population means within .31 of a standard deviation of the true means.[1] The districts which constituted the final sample are listed in Appendix A and are

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[1]William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), pp. 292-3.

plotted on a State map in Appendix B. An examination of Appendixes A and B by persons knowledgeable of the State will reveal that the sample did, in fact, represent various regions of the State as well as a variety of district sizes and social, economic, and cultural environments.

Respondents in Each School District

Several planning sessions were devoted to selecting the number and types of respondents to be contacted in each district. The discussions made clear the desire to include four groups in the study: school board members, professional educators, students, and citizens. The selection of representatives of each of these groups is explained below.

First, because of the cruciality of their decision-making role, it was decided that school board members should be interviewed. Two board members in each district were selected for interview: the board president, who usually has considerable experience; and the newest board member, who should reflect the more recent concerns expressed by board constituents.

Since "professional educators" is not a homogeneous grouping, respondents were sought from both administrative and teaching ranks. It was decided to interview the superintendent of schools, two principals chosen randomly, and five teachers chosen randomly within each district.

Student opinions were sought from seniors scheduled to graduate in 1969, three of whom were randomly selected in each district.

After considerable discussion, it was determined that certain specified citizens would have both the direct interest and the continuing involvement needed to offer insightful and helpful answers to the questions posed in this study. The citizen group included the mayor, or village or town chairman of the largest municipality in the district, whose position exposed him directly to educational questions; a leading official of the parent-teacher organization; and the editor or education reporter of the newspaper concerned with reporting the progress and problems of the school district.

The total number of respondents to be contacted in each district therefore equalled 16, selected to represent the views of school board members, professional educators, students, and citizens.[2] The types of respondents are listed in Appendix C.

It should be noted that the procedures for analyzing and mapping the data did not require proportionate sampling by respondent groups.

Development of the Interview Instrument

The instrument used in this study was derived partly from results obtained in a survey made during the fall of 1968 by staff members of the Wisconsin Department of Public Instruction. This survey was conducted by inviting each of the State's public school chief

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[2] In Milwaukee, the numbers were increased to 43, as listed in Appendix C.

administrators to attend one of eight regional "drive-in" meetings at which they identified in their own terminology the three most critical problems in their districts. These problem-statements were then collected and condensed by regional task forces of administrators who also developed statements of regional needs. These statements, in turn, were assessed by panels of evaluators and by a statewide Policy Advisory Committee. In addition, staff members of the Center for Research and Program Development of the Department of Public Instruction created "sort boards" on which the original problem statements were sorted both by substance and by a key-phrase method.

The staff which designed the study reported herein benefitted from the earlier work in several ways. Examination of the original problem-statements yielded insights into the kinds of difficulties being faced by superintendents. Study of the categorizations used by the task forces, the panels of evaluators, and the Policy Advisory Committee suggested many of the need categories built into the interview instrument used in this study. The study staff also consulted the work done or in progress in similar studies in six other states. Another important source of items was the combined experience and knowledge of the study staff.

The interview instrument as finally developed is reproduced in Appendix D. The instrument designed used a structured approach, in which the respondent would be asked to choose from among a range of alternatives supplied to him. It was felt that this approach would be more meaningful to the interviewees; that it would not only

identify needs, but also would establish priorities among needs; and that the data yielded by this format would be easily coded and amenable to computer processing.

In broad terms, the interview instrument was divided into three parts. The first part was designed to measure the respondents' perceptions of specific educational needs in ten categories of need and consisted of questions 1-10. The interviewee was instructed to establish his priorities within each category by rank-ordering the items in terms of their need for additional emphasis. Tied ranks were not permitted. The second part of the instrument, question 11, asked the respondent to set priorities among the need categories by asking the respondent to rank-order the ten items to which he had assigned Number One priority in each of the ten categories. Thus, a composite ranking of educational needs was obtained. The third part was less structured than questions 1-11; it was included to give the respondent an opportunity to express in his own words the most critical educational need in Wisconsin as he perceived it. The following question was posed: "If you were in the position of having unlimited funds to spend to improve your schools, what would you do?" Finally, questions were included to identify the school district and the role of the respondent.[3]

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[3]Other questions asked which were not a part of the needs assessment study sought the respondents' attitudes toward the use of "federal risk monies" (Title III, ESEA funds), and degree of familiarity with and impact of Title III projects in the schools. Results of these questions are included in a separate report: Attitudes toward, Familiarity with, and Impact of Title III Projects in Wisconsin, (Madison: Center for Research and Program Development, Department of Public Instruction, 1969).

Questions 1-10 cover the ten major categories of need which the planning group derived. The order in which these categories appear in the instrument was determined randomly, although the order was changed slightly as a result of the pilot test of the instrument, as will be explained below. Within each of the ten categories, the planning group identified ten items representing potential problem areas. A 10 by 10 arrangement was utilized both because it would permit more precise and useful analyses, and because the natural grouping of items closely approximated such a configuration.

The study staff refined the wording of instructions and items and decided that the entire instrument should be pilot tested.

Pilot Test of the Instrument and Gathering of the Data

The Wisconsin Department of Public Instruction contracted the services of the University of Wisconsin Survey Research Laboratory (W.S.R.L.) to conduct both the pilot test of the interview instrument and the collection of the data for the study. W.S.R.L. is a unique, established organization which has conducted many survey studies that require individual interviewing. Its interviewers are carefully selected, thoroughly trained, and experienced in the techniques of interviewing.

Members of the study staff met with W.S.R.L. staff members to discuss the interview instrument and the pilot test. The purposes of the study and the mechanics of the interview were explained, and the nature of the items was clarified. The consistency of the instrument's

terminology was checked, as well. A letter introducing the interviewers was drafted and subsequently mailed to each interviewee (See Appendix E).

The pilot test was conducted in a medium-sized school district near Madison during February, 1969. The district was selected because it was judged to be relatively typical of many districts in the State. The respondents listed in Appendix C were interviewed in the pilot district.

The interviewers who conducted the pilot study then met with members of the study staff to discuss the pilot results. It was the interviewers' feeling that the instrument was an excellent interviewing device and presented no major conceptual or technical difficulties. Minor changes in terminology were suggested and made, and the category, "Subject Fields" was changed from Category II to Category I because it was believed to be easier for interviewees to grasp the concept of rank ordering when the categories were presented in that order.

At a session in March, 1969, the thirty-four interviewers who would conduct the interviews in the forty districts met with the study staff and were briefed as to the purposes and value of the study, meaning of the items, and mechanics of the interview. Interviewers assigned to each district were introduced by a letter from the W.S.R.L. (See Appendix E). The letters were followed by telephone calls and letters establishing times and places for the interviews

The school superintendents assisted in arranging for the interviews. The average length of the interviews was 50 minutes; the range was 40 to 120 minutes. Of the 667 interviews originally planned (16 in each of the 39 districts and 43 in Milwaukee), 655 or 98.2 per cent were completed.

Treatment of the Data

The interview data were coded and keypunched by the W.S.R.L. Each interview was represented by six punched cards. The six cards for each interview were coded so that the district, role of respondent, and card sequence could be easily identified. The six cards representing each complete interview were sorted into six separate decks. The entire file was then placed on magnetic tape and was computer edited to ensure that the complete data were logically consistent with the interview instrument.

An initial summary tabulation was prepared to show the number and percentage of responses for each of the one hundred educational needs, ten within each of the ten categories. Next, the number and per cent of respondents ranking each of the 100 items was tabulated for Question 11, across all categories. Question 11 dealt with only those needs that the interviewee ranked Number One within each category and was used to obtain a composite picture of educational needs in the State. A weighted composite rank was derived from responses to Question 11. These ranks are reported in Chapter III.

The coding procedures provided for simple data partitioning. The respondent groups within school districts provided the basic data bloc. Rank tabulations for each item, within each category, for each respondent group, within each school district were tabulated. The computer output displayed the number and per cent of respondents who assigned a specific rank to items within each of the ten categories. While such a fine partitioning of the data was useful, general interpretation was enhanced by combining the nine types of respondents into the following four groups:

Group I: School Boards	- Board Presidents Newest Board Members
Group II: Educators	- School Superintendents Principals Teachers
Group III: Students	- Students
Group IV: Citizens	- Mayors Local press representatives PTA officers

These four groups were employed in the analysis of all of the interview data discussed in this report.

To estimate the regional effects of perceived needs, the rank data were reduced to school district mean scores for each of the four respondent groups. In addition, a conglomerate district mean score was computed. These means were considered a random selection of points across the surface of the State of Wisconsin. These data were subjected to a trend surface analysis and contour mapping technique to ascertain regional trends in the rankings of educational needs within the State.

One advantage to the trend surface technique is that contour maps representing the high-low areas of the surface may be drawn. Such maps represent the trend of the plotted variable across the surface.

The trend surface maps should be interpreted in much the same manner as a topographic map. The values on a trend surface map, however, do not represent specific elevations above sea level, but rather the average rank scores based upon the selected random sample of school districts. In the case of this study, the lower the value on the map, the higher the priority rank it was given.

Maps were computed and plotted for each of the needs ranked first in each of the ten categories, both by respondent group and by the total sample. Certain of these maps are presented in Chapter II.

CHAPTER II

SPECIFIC EDUCATIONAL NEEDS

To answer the basic question, "What are the most imperative educational needs in the State of Wisconsin?," respondents ranked 100 needs, ten in each of ten categories, according to the amount of additional emphasis they felt each need should receive. In this chapter the results of these rankings by school board members, educators, students, citizens, and the total sample are portrayed in tabular and graphic form for the specific needs in each of the following ten categories: Subject Fields, Level of Education, Vocational-Technical Programs, Teacher Personnel, Administrative Services, Pupil Services, Budget Allocations, Instructional Approaches, Educational Programs, and In-service Education.

In assessing the relative importance of educational needs, several questions are of immediate interest: "How are the needs ranked in each category?," "Which need is ranked first?," "Which one last?," "Which ones otherwise?," "Do different groups of respondents rank the needs differently?," and "Do people in different parts of the State rank the needs differently?" Insights regarding each of these questions may be obtained from data concerning each of the ten categories of educational needs.

Category I: *Subject Fields*

Of all the Subject Fields, that of Reading was overwhelmingly ranked highest by all groups of respondents as the subject needing most additional emphasis. As may be noted in Table 1, school boards, educators, students, citizens, and the total group of respondents gave the subject of Reading the highest priority -- an average rank of 3.28 on a scale from one to ten. English (Language Arts) ran a close second in priority for all groups, except that of school board members who ranked Vocational-Technical (Business, Agricultural, etc.) second in priority. For the total group of respondents, Mathematics (Arithmetic, Algebra, etc.) ranked third; Vocational-Technical subjects, fourth; Science, fifth; Social Studies, sixth; Practical Arts, seventh; Fine Arts, eighth; Health and Physical Education, ninth; and Foreign Languages, tenth.

In general, school boards, educators, and citizens were in high agreement on their rankings of the Subject Fields (See Table 1). The priorities of the students, however, differed somewhat from the total picture. Students gave higher priority to Science and lower priority to Fine Arts than did other respondent groups.

Since the subject field of Reading was ranked highest in priority, a trend surface analysis was mapped to determine how this imperative educational need was distributed geographically in the State. (An illustration of how one reads and interprets the trend surface maps is shown in Figure 1.) As Map 1 shows, Reading was ranked high

TABLE 1

EDUCATIONAL NEEDS BY SUBJECT FIELDS: MEANS AND RANKS OF SCHOOL BOARDS, EDUCATORS, STUDENTS, CITIZENS, AND THE TOTAL SAMPLE

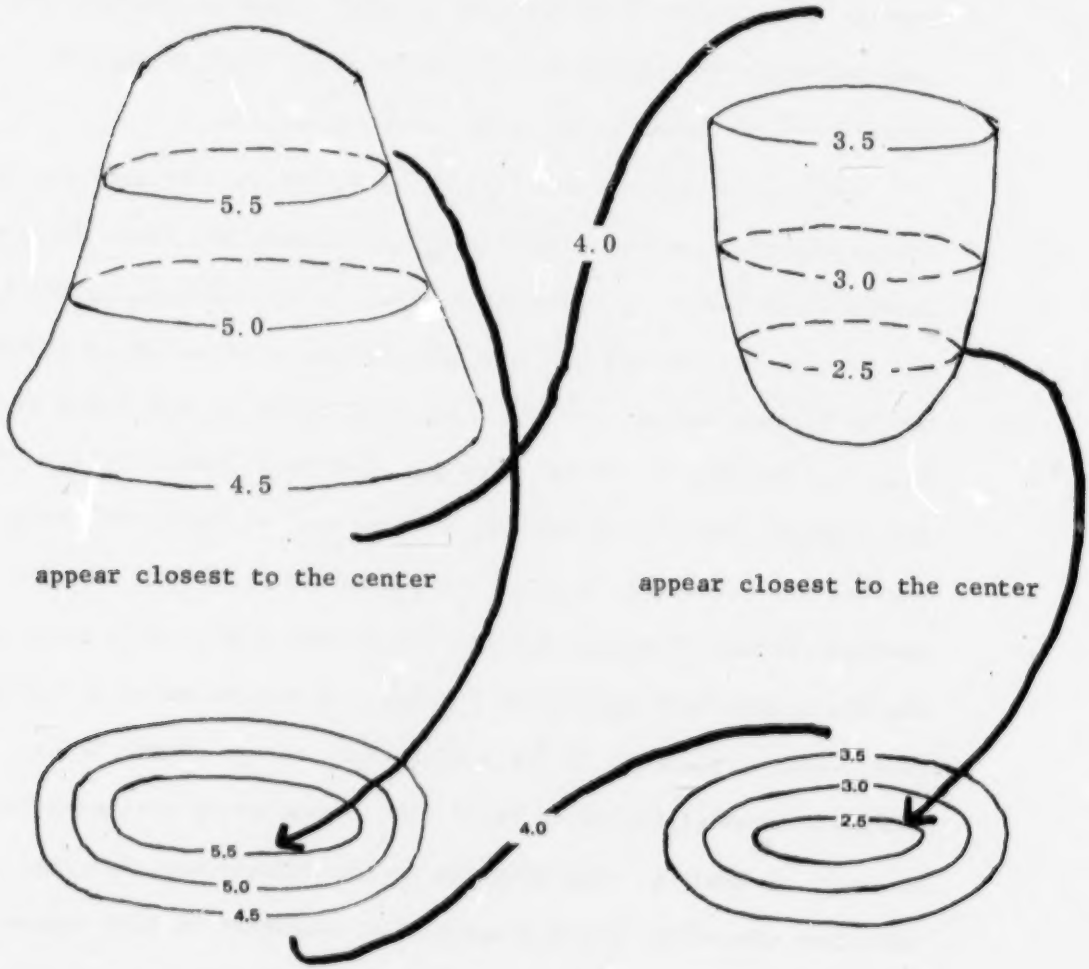
SUBJECT FIELDS	School Boards (N - 78)		Educators (N = 333)		Students (N = 126)		Citizens (N = 118)		Total (N = 655)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Reading	2.69	1	2.88	1	4.20	1	3.81	1	3.28	1
English (Language Arts)	5.05	5	4.45	2	4.41	2	4.17	4	4.47	2
Mathematics (Arithmetic, Algebra, etc.)	4.17	3	5.12	4	5.18	5	3.85	2	4.79	3
Vocational-Technical (Business, Agricultural, etc.)	3.91	2	5.04	3	5.06	4	4.90	5	4.88	4
Science (General Science, Biology, etc.)	4.45	4	5.35	5	4.95	3	4.09	3	4.94	5
Social Studies (History, Geography, etc.)	5.80	7	5.43	6	5.60	6	5.32	6	5.49	6
Practical Arts (General Shop, Homemaking, etc.)	5.47	6	5.45	7	6.35	8	6.44	7	5.81	7
Fine Arts (Music, Art, etc.)	7.78	9	6.62	8	6.99	10	7.59	10	6.93	8
Health and Physical Education	8.17	10	7.00	9	6.60	9	7.23	8	7.18	9
Foreign Languages	7.51	8	7.65	10	5.63	7	7.58	9	7.23	10

FIGURE 1. ILLUSTRATION OF MAP INTERPRETATION

The trend surface maps of educational needs should be interpreted in the same manner as topographic or weather temperature maps.

Looking at this mountain from the top, we see that the circles at the top of the mountain

Looking at this valley from above, we also see that the circles at the center of the valley



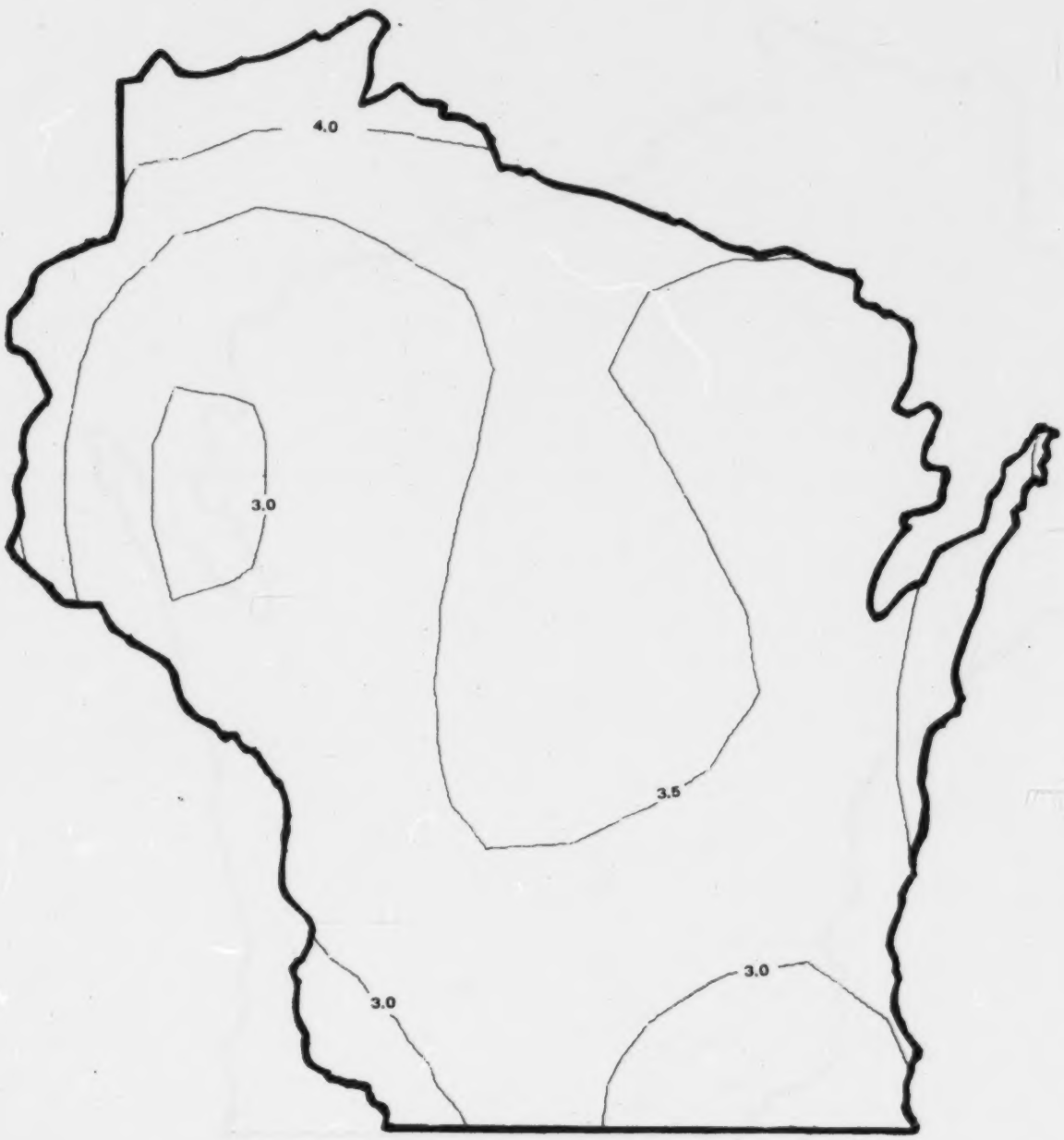
A mountain (lower need) has higher numbers than a valley (higher need)

throughout the State as an educational need, since the trend scores ranged from only 2.75 to 3.5. But it was noted that respondents in the southeast quadrant of the State (surrounding Beloit-Milwaukee) and in the northwestern sector of the State (surrounding Eau Claire) attached particular importance to the subject of Reading. (Trend surface techniques reveal regional trends. Names of specific cities in parentheses in this report are employed to identify regions, rather then the needs in specific school districts.)

Map 1 is a composite of Maps 2, 3, 4, and 5. The need for Reading as viewed by school board members throughout the State is shown in Map 2; as viewed by educators, in Map 3; by students, in Mar 4; and by citizens, in Map 5. Some interesting differences by groups and by regions may be observed. As Map 2 shows, school board members felt that Reading should be stressed; they particularly felt so in the southern (Beloit-Janesville) to west central (LaCrosse) area of the State. Educators, as may be noted in Map 3, in both the southeastern (Elkhorn-Kenosha) and extreme northern (Superior) areas of the State gave high ranking to Reading. As may be noted by comparing Maps 3 and 4, students in the southeastern corner of the State (Elkhorn-Kenosha) tended to agree with educators in assigning high priority to Reading. But students in the extreme northern part of the State (Superior) did not agree with educators in this region. Instead, students in the northwestern (Eau Claire) area, as well as southeastern (Elkhorn-Kenosha) region of the State assigned very high priority to Reading.

MAP 1. NEED FOR READING AS PERCEIVED BY THE TOTAL SAMPLE

Low Number = High Need



MAP 2. NEED FOR READING AS PERCEIVED BY SCHOOL BOARDS

Low Number = High Need

MAP 3. NEED FOR READING AS PERCEIVED BY EDUCATORS

Low Number = High Need

MAP 4. NEED FOR READING AS PERCEIVED BY STUDENTS

Low Number = High Need

Examination of Map 5 reveals that citizens' rankings of need for increased emphasis being given to Reading tended to agree with students rankings, except that in addition to the "peaks of concern" in the southeastern (Elkhorn-Kenosha) area and in the northwestern (Eau Claire) region, another area of high stress on Reading was found on the part of citizens in the northeastern (Marinette-Green Bay) region.

To reiterate, despite the fact that some regional differences by groups were noted, Reading emerged as a generalized imperative educational need in the State of Wisconsin.

Category II: Level of Education

According to the data reported in Table 2, the Junior High School (Grades 7-9) is the Level of Education at which additional emphasis is most needed -- at least as ranked by the total sample. Post-Secondary Vocational-Technical Education ranked second, followed by Intermediate Level Education (Grades 4-6) and Senior High School Education (Grades 9-12), in that order.

Levels of Education receiving lowest priority were all pre-school in nature: Early Childhood Education (Ages 3-4) was ranked eighth; Kindergarten Education (Age 5), ninth; and Infant Education (Ages 1-2), tenth. Nursery School, Pre-school, and Head Start programs notwithstanding, it appears that the need for an extension downward of educational opportunities in Wisconsin is not widely held by respondents in this study.

MAP 5. NEED FOR READING AS PERCEIVED BY CITIZENS

Low Number = High Need

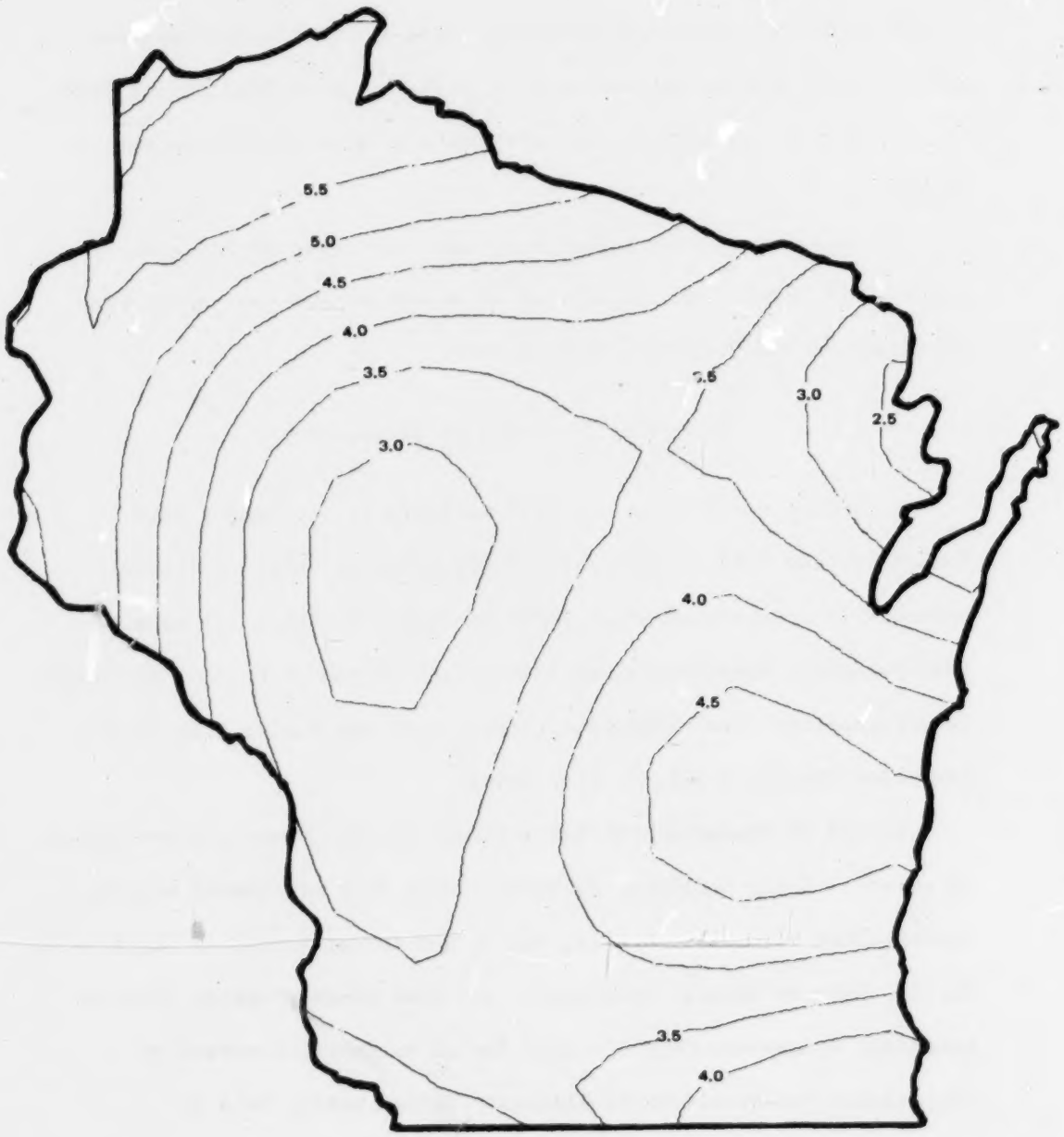


TABLE 2

EDUCATIONAL NEEDS BY LEVEL OF EDUCATION: MEANS AND RANKS OF SCHOOL BOARDS, EDUCATORS, STUDENTS, CITIZENS, AND THE TOTAL SAMPLE

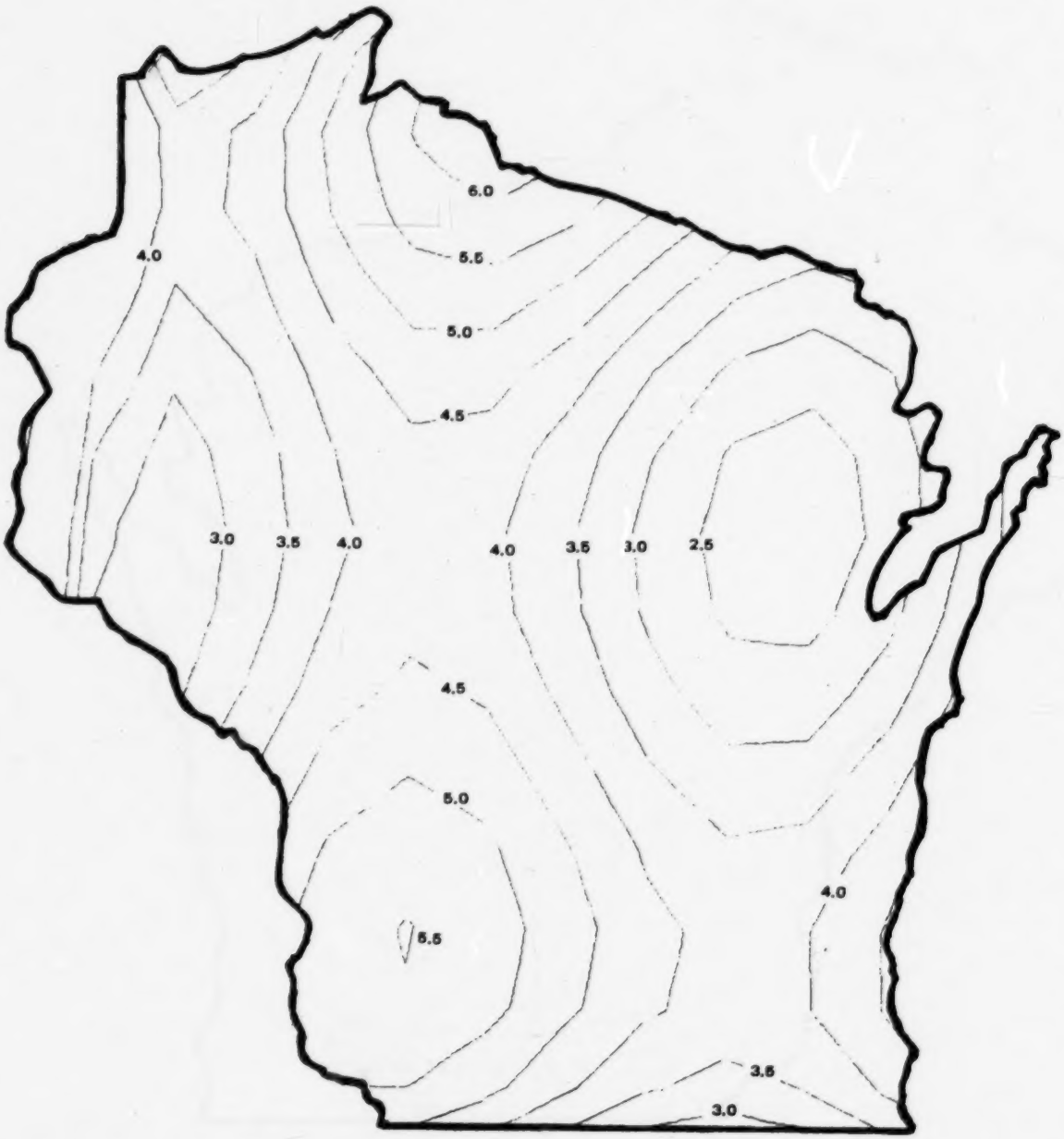
LEVEL OF EDUCATION	School Boards (N = 78)		Educators (N = 333)		Students (N = 126)		Citizens (N = 118)		Total (N = 655)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Junior High School Education (Grades 7-9)	3.37	1	4.56	3	3.67	1	3.93	1	4.13	1
Post-Secondary Vocational-Technical Education	4.32	3	4.36	1	4.84	4	3.99	2	4.38	2
Intermediate Level Education (Grades 4-6)	4.33	4	4.90	4	4.51	3	4.69	4	4.72	3
Senior High School Education (Grades 9-12)	4.62	5	5.33	5	4.00	2	4.07	3	4.77	4
Primary Education (Grades 1-3)	4.11	2	4.62	2	5.42	6	5.11	5	4.81	5
Adult Education	6.57	9	5.43	6	5.52	7	5.58	7	5.61	6
College-University Education	6.05	6	6.69	9	4.86	5	5.32	6	6.01	7
Early Childhood Education (Ages 3-4)	6.29	7	5.70	8	6.83	9	6.90	9	6.02	8
Kindergarten Education (Age 5)	6.56	8	5.67	7	6.69	8	6.14	8	6.06	9
Infant Education (Ages 1-2)	8.76	10	8.08	10	8.60	10	8.98	10	8.43	10

Since Junior High School Education (Grades 7-9) was ranked first in priority of need in the Category of Level of Education, a trend surface analysis was done to identify geographic areas where this need might be perceived as particularly acute, but the map generated was quite "flat." That is, the recognized need for additional emphasis on Junior High School Education, while high, was quite evenly distributed throughout the State. The level of education that ranked a close second behind Junior High School Education, Post-Secondary Vocational-Technical Education, also was mapped and some interesting regional trends were noted.

Three trend surface maps that pinpoint the need for additional emphasis on Post-Secondary Vocational-Technical Education are presented because they highlight differences among three respondent groups: school board members, students, and citizens. Regarding Vocational-Technical Education, Map 6 reveals high concern on the part of school board members in both the northeastern and northwestern parts of the State; Map 7 reveals high concern on the part of students in the south central and extreme northern regions; Map 8 reveals a high concern on the part of citizens in the northern part of the State along an axis extending from Green Bay diagonally to Superior. The map for educators revealed no particular regional trends. And, as might be expected, the map for the total sample revealed no particular trends -- probably because the regional differences on the part of boards, students, and citizens tended to cancel out each other. To reiterate, generally school boards and citizens in the northern part of the State

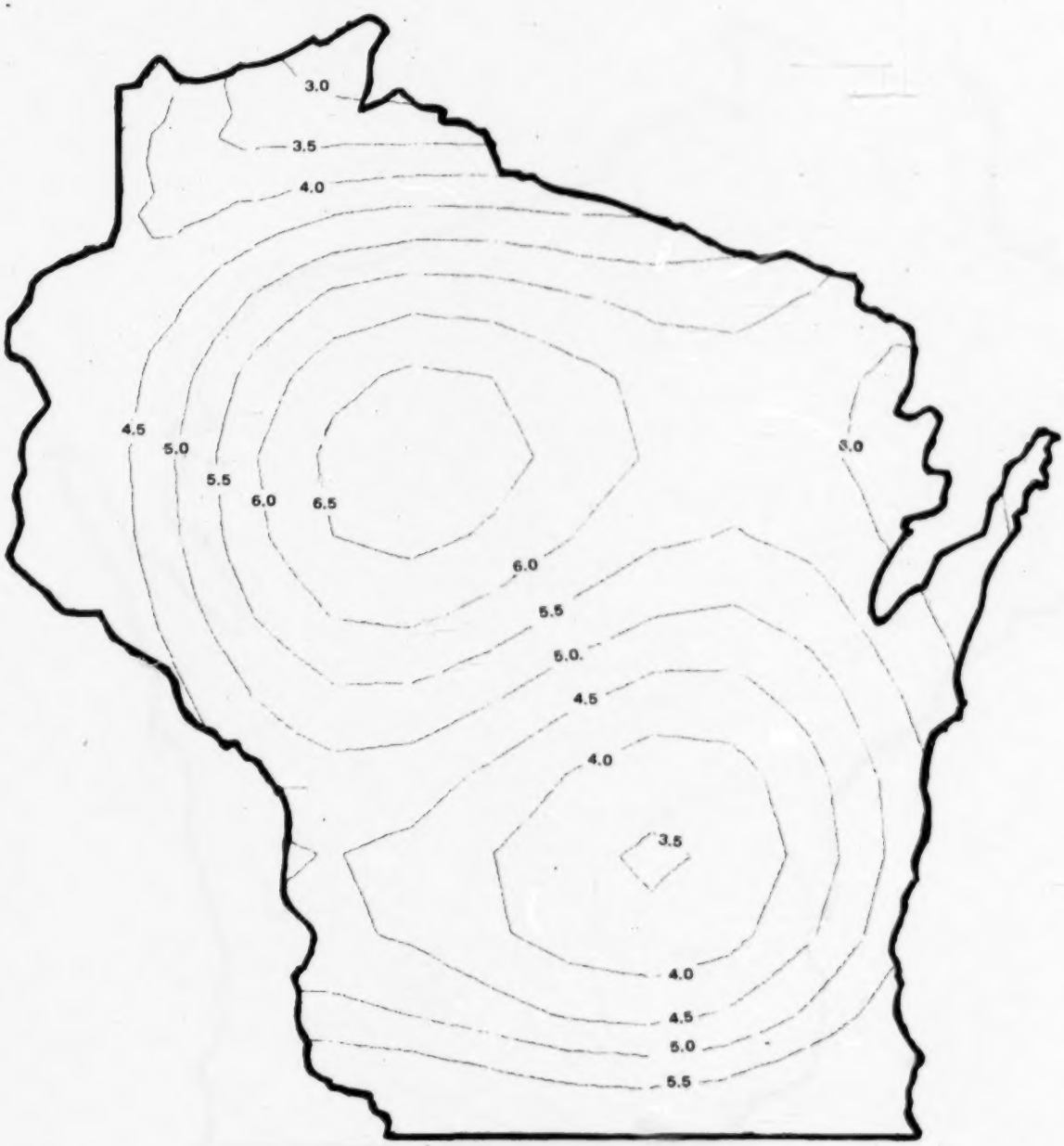
MAP 6. NEED FOR VOCATIONAL-TECHNICAL PROGRAMS AS PERCEIVED BY SCHOOL BOARDS

Low Number = High Need



MAP 7. NEED FOR VOCATIONAL-TECHNICAL PROGRAMS AS PERCEIVED BY STUDENTS

Low Number = High Need



MAP 8. NEED FOR VOCATIONAL-TECHNICAL PROGRAMS AS PERCEIVED BY CITIZENS

Low Number = High Need

felt greater need for emphasis on Vocational-Technical Education then did their counterparts in the southern part of the State. For students, the trend generally was opposite (with the exception of a small band of concern on the part of students in the vicinity of Ashland-Superior). These findings might be of special interest to policy makers and planners -- particularly in the field of vocational education.

Category III: Vocational-Technical Programs

What kinds of Vocational-Technical Programs are most needed in Wisconsin? To answer this question, rankings were sought regarding ten kinds of programs. As the data in Table 3 reveal, all groups of respondents agreed on the priority ranking of Skilled Trades (Carpentry, Plumbing, Masonry) as the vocational program needing the most increased emphasis in Wisconsin. The total sample ranked Industrial Education (Machine Shop, Welding), second; Electronic Education (Radio, TV, Computer Technology), third; and Business Education (Steneography, Accounting), fourth; Human Services (Cooking, Nursing, Barbering), fifth; Automotive, sixth; and Distributive (Merchandizing, etc.), seventh; Home Economics, eighth; Agriculture, ninth; and Applied Arts (Ceramics, Interior Design, Graphic Arts), tenth.

As in the case of Category I, the Subject Fields, the students' rankings of Vocational-Technical Programs differed somewhat from those of the other groups. (See Table 3) Students gave less priority to

TABLE 3

EDUCATIONAL NEEDS FOR VOCATIONAL-TECHNICAL PROGRAMS: MEANS AND RANKS OF SCHOOL BOARDS, EDUCATORS, STUDENTS, CITIZENS, AND THE TOTAL SAMPLE

KINDS OF VOCATIONAL PROGRAMS	School Boards (N = 78)		Educators (N = 333)		Students (N = 126)		Citizens (N = 118)		Total (N = 655)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Skilled Trades (Carpentry, Plumbing, Masonry)	2.78	1	3.04	1	3.69	1	2.61	1	3.06	1
Industrial (Machine Shop, Welding)	4.03	2	3.99	2	5.11	5	3.58	2	4.13	2
Electronic (Radio, TV, Computer Technology)	4.28	3	4.74	3	3.96	2	4.54	4	4.50	3
Business (Stenography, Accounting)	4.36	4	5.28	5	4.84	3.5	4.11	3	4.88	4
Human Services (Cooking, Nursing, Barbering)	5.60	5	5.16	4	4.84	3.5	5.73	5	5.26	5
Automotive	6.11	6	5.73	6	6.24	7	6.00	6	5.93	6
Distributive (Merchandising, etc.)	6.15	7	6.03	7	6.17	6	6.72	7	6.20	7
Home Economics (Food, Clothing, etc.)	6.96	8	6.49	8	7.16	10	6.82	8	6.67	8
Agricultural	7.50	10	7.26	9.5	6.64	9	7.08	9	7.14	9
Applied Arts (Ceramics, Interior Design, Graphic Arts)	7.23	9	7.26	9.5	6.33	8	7.81	10	7.18	10

Industrial and Home Economics items than did the total sample; they gave somewhat higher priority to Electronic and Human Services items than did the total sample.

Although the need for education in Skilled Trades was generalized throughout Wisconsin, the trend surface analysis for the total sample highlighted two geographic areas where this need was most concentrated (See Map 9). These included an area across the northern part of the State in an arc from Spooner to Rhinelander and an elliptically shaped area in the southern part of the State along the Illinois border.

Category IV: Teacher Personnel

There was marked disagreement regarding educational needs demanding primary attention in the category of Teacher Personnel. As may be seen in Table 4, school boards and citizens gave first priority to Ways of Evaluating Teachers; educators, to Teacher Utilization and Specialization; and students, to Quality of Teacher Candidates. The Problem of Ineffective Teachers was assigned either second or third priority by all respondent groups and emerged second in priority, overall.

The concern ranked first, Ways of Evaluating Teachers, and the concern ranked second, the Problem of Ineffective Teachers, were both plotted geographically. Results for the total sample are shown in Maps 10 and 11. High concern on both items was found in the northwestern region of the State. On Teacher Evaluation a high area of concern existed in a circular area bounded by Monroe, Stevens Point,

MAP 9. NEED FOR EDUCATIONAL PROGRAMS IN SKILLED TRADES AS PERCEIVED BY THE TOTAL SAMPLE

Low Number = High Need

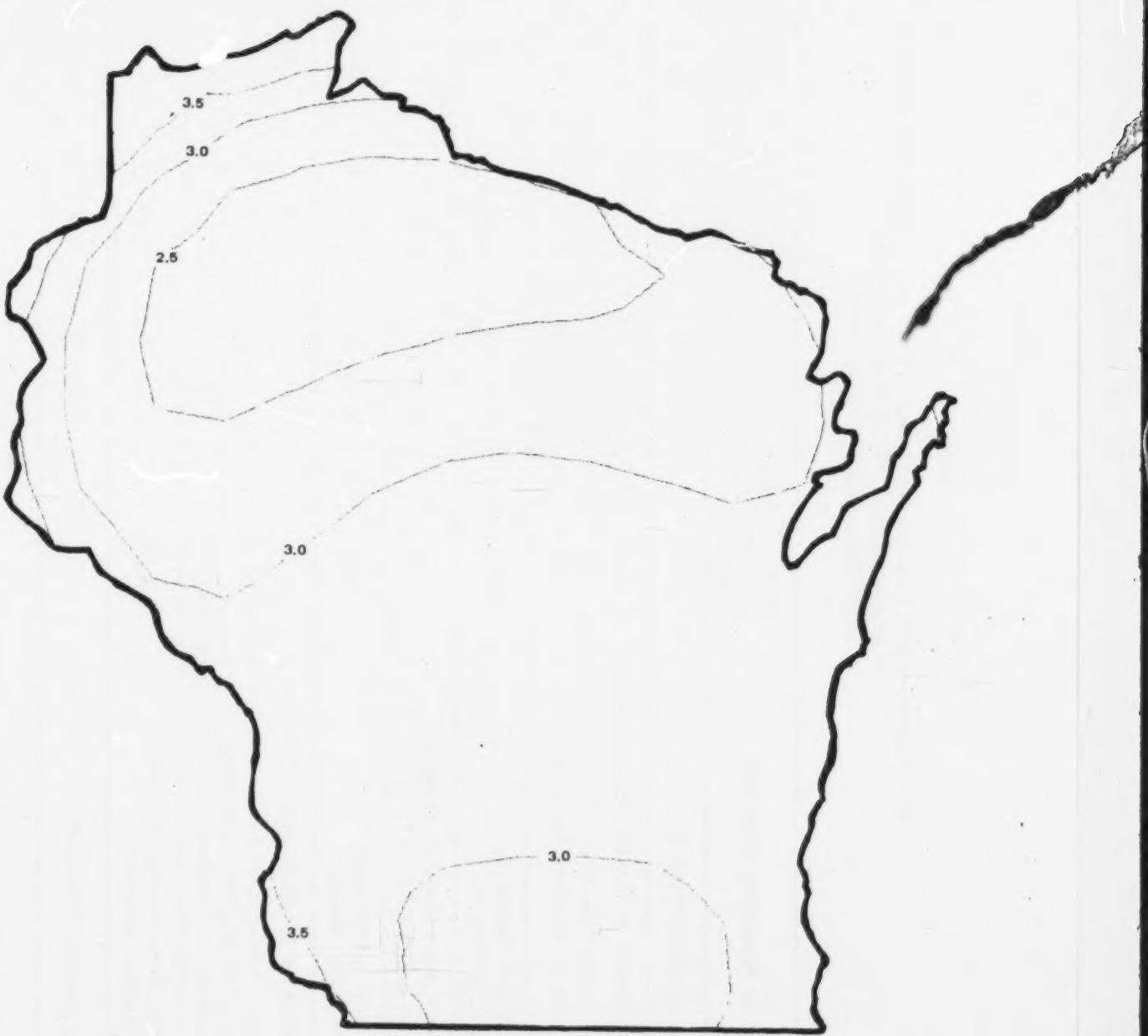


TABLE 4

EDUCATIONAL NEEDS RELATED TO TEACHER PERSONNEL: MEANS AND RANKS OF SCHOOL BOARDS, EDUCATORS, STUDENTS CITIZENS, AND THE TOTAL SAMPLE

TEACHER PERSONNEL CONCERNS	School Boards (N = 78)		Educators (N = 333)		Students (N = 126)		Citizens (N = 118)		Total (N = 655)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Ways of Evaluating Teachers	3.24	1	4.21	2	5.39	6	4.05	1	4.30	1
The Problem of Ineffective Teachers	4.28	2	4.77	3	3.47	2	4.32	3	4.38	2
Quality of Teacher Candidates	4.68	3	4.78	4	4.15	1	4.21	2	4.55	3
Teacher Utilization and Specialization	4.86	5	4.19	1	5.10	4	5.32	5	4.65	4
Reward and Incentive Systems (Pay, Promotion, etc.)	4.69	4	5.12	6	4.40	3	5.31	4	5.35	5
Teacher Involvement in Decision Making	6.64	9	4.86	5	5.66	7	6.29	8	5.49	6
Methods of Teacher Selection	6.33	8	6.17	7	5.20	5	5.41	6	5.87	7
Supply of Teacher Candidates (Number of Teachers Seeking Positions)	5.76	6	6.51	8	6.17	8	5.97	7	6.26	8
Coping With Teacher Militancy (Teacher Demands)	6.01	7	7.01	9	6.50	9	6.73	9	6.75	9
High Teacher Turnover	8.5	10	7.35	10	7.00	10	7.28	10	7.41	10

LaCrosse, and Fond du Lac (See Map 10). On the Problem of Ineffective Teachers, the circular area of concern shifted eastward and is bounded roughly by Milwaukee, Madison, and the Fox River Valley (See Map 11).

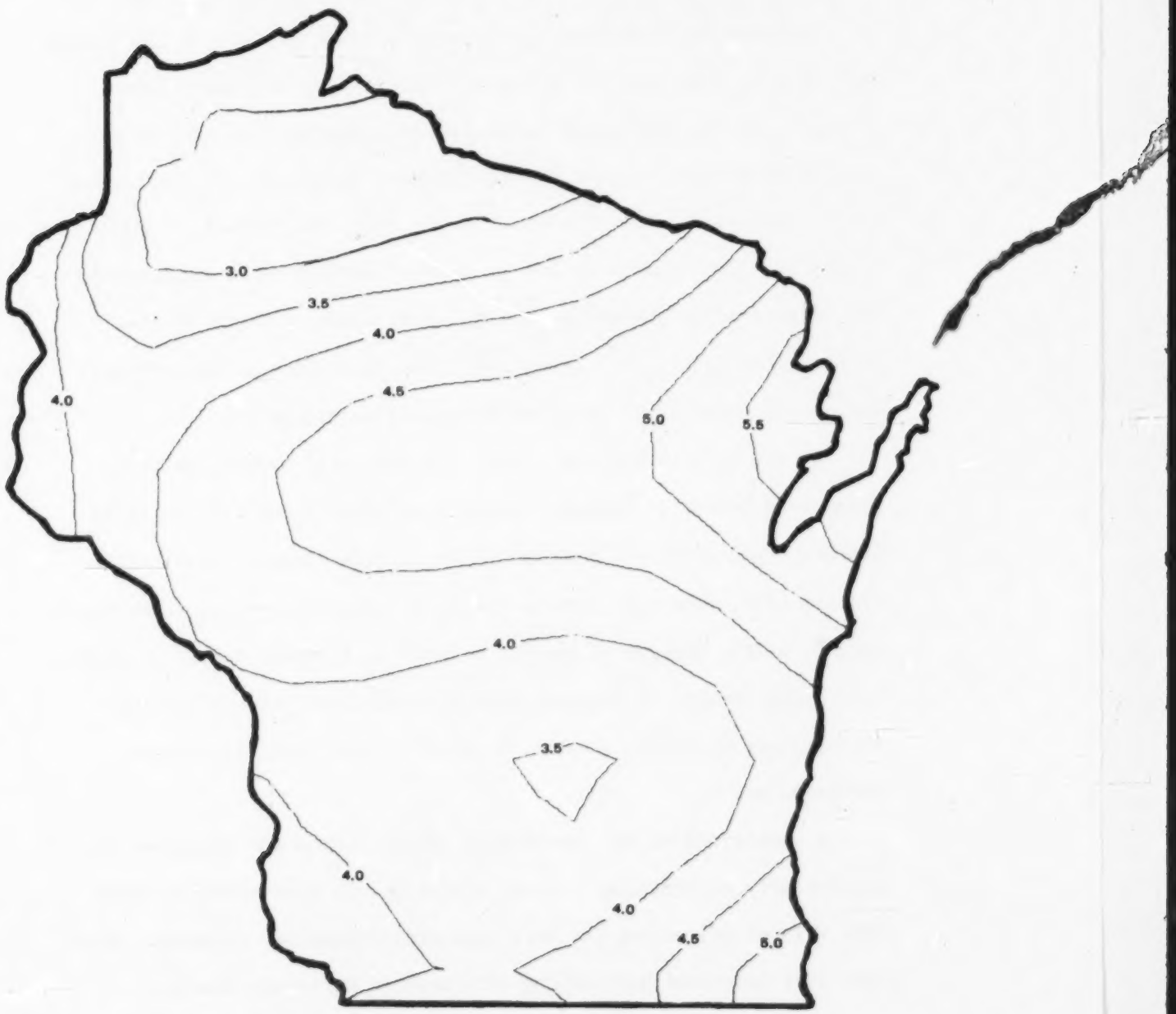
Although trend surface maps were generated for each of the respondent groups, they are not included herein because of repetitious detail. One map that might be of general interest, however, is Map 12. It provides an answer to the following question: "In what areas of the State are students most concerned with the Problem of Ineffective Teachers?" Two major "pockets of concern" were found: southeastern and north central Wisconsin. On the other hand, students in the LaCrosse-Eau Claire, Fox Valley-Green Bay, and Superior regions were not so concerned about the Problem of Ineffective Teachers.

As the data in Table 4 reveal, for the total sample the other items were ranked as follows: Quality of Teacher Candidates, third; Teacher Utilization and Specialization, fourth; Reward and Incentive Systems (Pay, Promotion, etc.), fifth; Teacher Involvement in Decision Making, sixth; Methods of Teacher Selection, seventh; Supply of Teacher Candidates (Number of Teachers Seeking Positions), eighth; Coping with Teacher Militancy (Teacher Demands), ninth; and High Teacher Turnover, tenth.

A comparison of the concerns of school boards and educators was particularly interesting. First, school boards were more concerned with Ways of Evaluating Teachers than were educators. Likewise, they were more concerned with Coping with Teacher Militancy than were

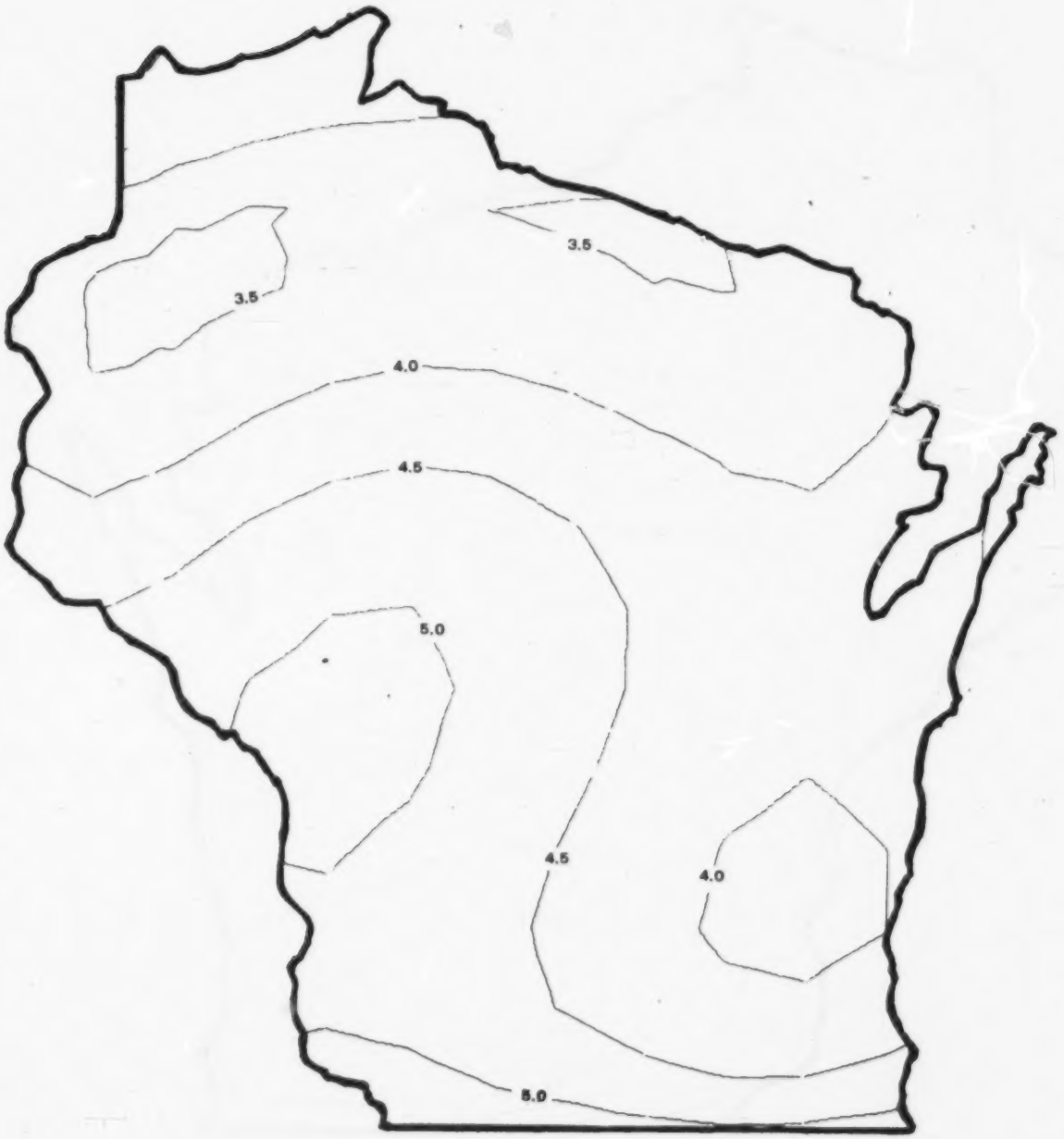
MAP 10. NEED FOR TEACHER EVALUATION AS PERCEIVED BY THE TOTAL SAMPLE

Low Number = High Need



MAP 11. NEED FOR ATTENTION TO THE PROBLEM OF INEFFECTIVE TEACHING AS PERCEIVED BY THE TOTAL SAMPLE

Low Number = High Need



MAP 12. NEED FOR ATTENTION TO THE PROBLEM OF INEFFECTIVE TEACHING AS PERCEIVED BY STUDENTS

Low Number = High Need

educators. Conversely, educators expressed much greater concern than did school boards with the following items: Teacher Utilization and Specialization and Teacher Involvement in Decision Making.

Category V: Administrative Services

Estimates of need were sought regarding ten major services or functions in the administration of the educational enterprise (See Table 5). The item ranked first by school boards and citizens was the need for Community Analysis (Long-range Program Planning); that ranked first by educators and students was the need for Curriculum Development.

Trend surface analyses were made using total sample results for both Community Analysis (Map 13) and Curriculum Development (Map 14). The perceived need for Community Analysis was found to be particularly acute in the southeastern (Beloit-Madison-Milwaukee) corner and somewhat acute in the northwestern (Menomonie-Eau Claire-Chippewa Falls) areas of the State. The need for Curriculum Development was great in three geographic areas: the southwest (Muscoda-Platteville), the north (Ashland-Hurley), and the northeast (Marinette-Sturgeon Bay).

In addition to the needs for Community Analysis and Curriculum Development, respondents gave high priority to the needs of School-Community Relations and of School Facility Planning. School boards and citizens, particularly, stressed the need for increased emphasis being given to School-Community Relations (See Table 5). For the

TABLE 5

EDUCATIONAL NEEDS FOR ADMINISTRATIVE SERVICES: MEANS AND RANKS OF SCHOOL BOARDS, EDUCATORS, STUDENTS, CITIZENS, AND THE TOTAL SAMPLE

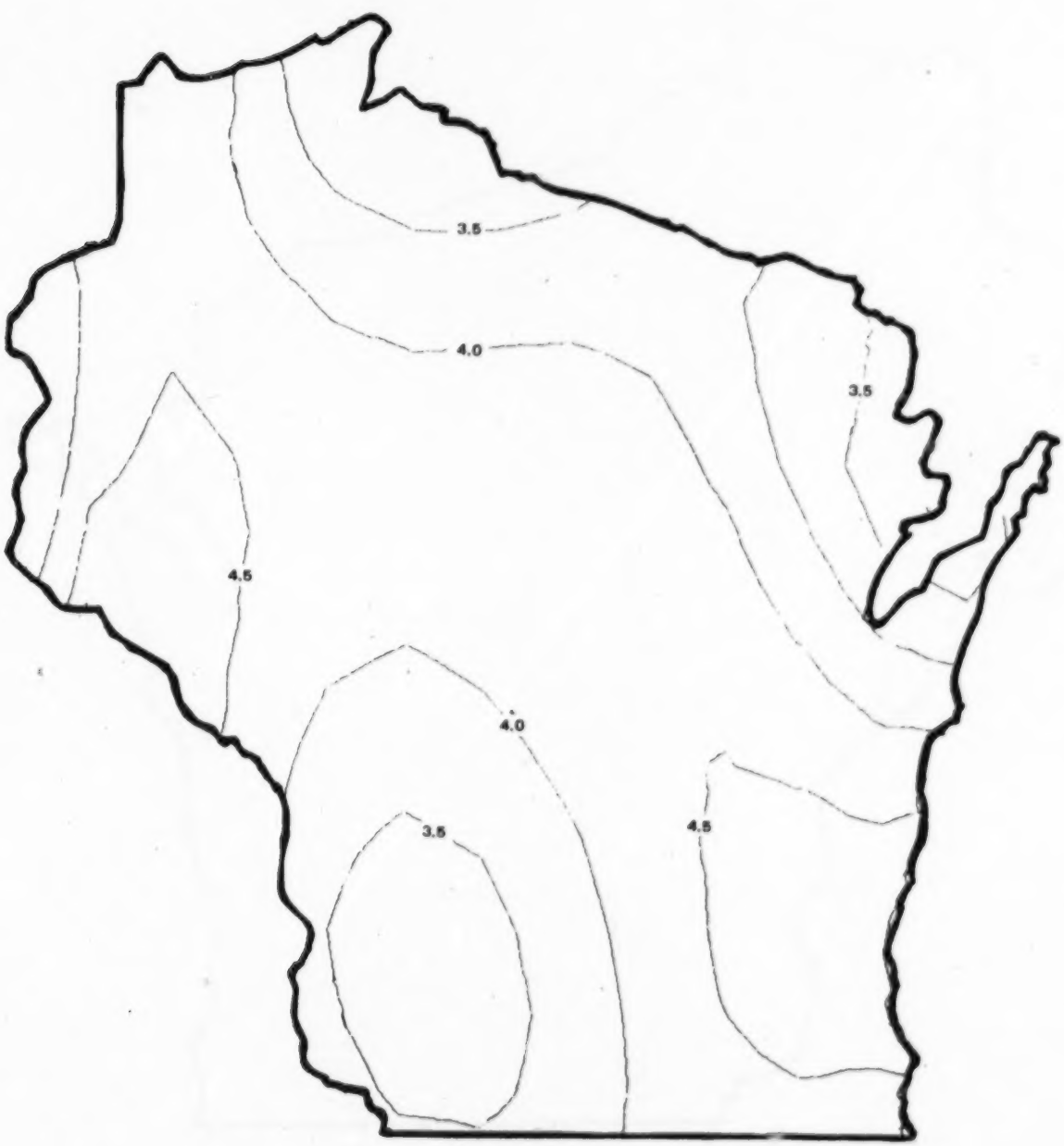
ADMINISTRATIVE SERVICES	School Boards (N = 78)		Educators (N = 333)		Students (N = 126)		Citizens (N = 118)		Total (N = 665)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Community Analysis (Long-range Program Planning)	3.38	1	3.94	2	4.96	5	3.45	1	3.98	1
Curriculum Development	4.39	3	3.85	1	4.15	1	4.60	3	4.11	2
School-Community Relations	3.92	2	5.00	4	4.90	4	4.39	2	4.71	3
School Facility Planning	5.30	4	4.62	3	4.54	2	4.86	4	4.73	4
Pupil Personnel Services	5.37	5	5.05	5	4.61	3	5.32	5	5.05	5
Staff Personnel Services	6.07	7	5.43	6	5.92	7	5.80	7	5.67	6
Supervision of Instruction	5.55	6	5.73	7	6.47	8	5.46	6	5.80	7
Research	6.47	8	6.11	8	5.15	6	6.39	8	6.02	8
Business Management	6.89	9	7.36	9	7.24	10	6.30	9	7.09	9
Data Processing	7.60	10	7.88	10	7.00	9	8.30	10	7.75	10

MAP 13. NEED FOR COMMUNITY ANALYSIS AS PERCEIVED BY THE TOTAL SAMPLE

Low Number = High Need

MAP 14. NEED FOR CURRICULUM DEVELOPMENT AS PERCEIVED BY THE TOTAL SAMPLE

Low Number = High Need



remainder of the Administrative Services, the priority rankings by the total sample were as follows: School Facility Planning, ranked fourth; Pupil Personnel Services, fifth; Staff Personnel Services, sixth; Supervision of Instruction, seventh; Research, eighth; Business Management, ninth; and Data Processing, tenth.

Category VI: Pupil Services

In terms of services for pupils, two needs were assigned high priorities. All respondent groups felt that Junior High School Guidance and Elementary School Guidance should be given increased priority (See Table 6). The priorities assigned by the total sample to the remaining eight items, listed in terms of decreasing additional emphasis needed, were: Psychological Testing and Referral, Educational-Vocational Placement, In-School Placement of Pupils (Grouping, Tracking, etc.), Social work, Information on Careers and Occupations, School Health, Achievement Testing, and Follow-up of Graduates.

Map 15 shows that the perceived need for Junior High School Guidance was stressed in the northeastern corner (Green Bay-Marinette), the northwestern region (Eau Claire-Shell Lake), and the south central sector (Richland Center-Burlington) of the State. Regarding the need for Elementary School Guidance, a trend surface analysis revealed this need to be generalized throughout the State with no particular regional concentrations.

It is perhaps worthy of note that the students expressed relatively greater concern than did other respondent groups with the

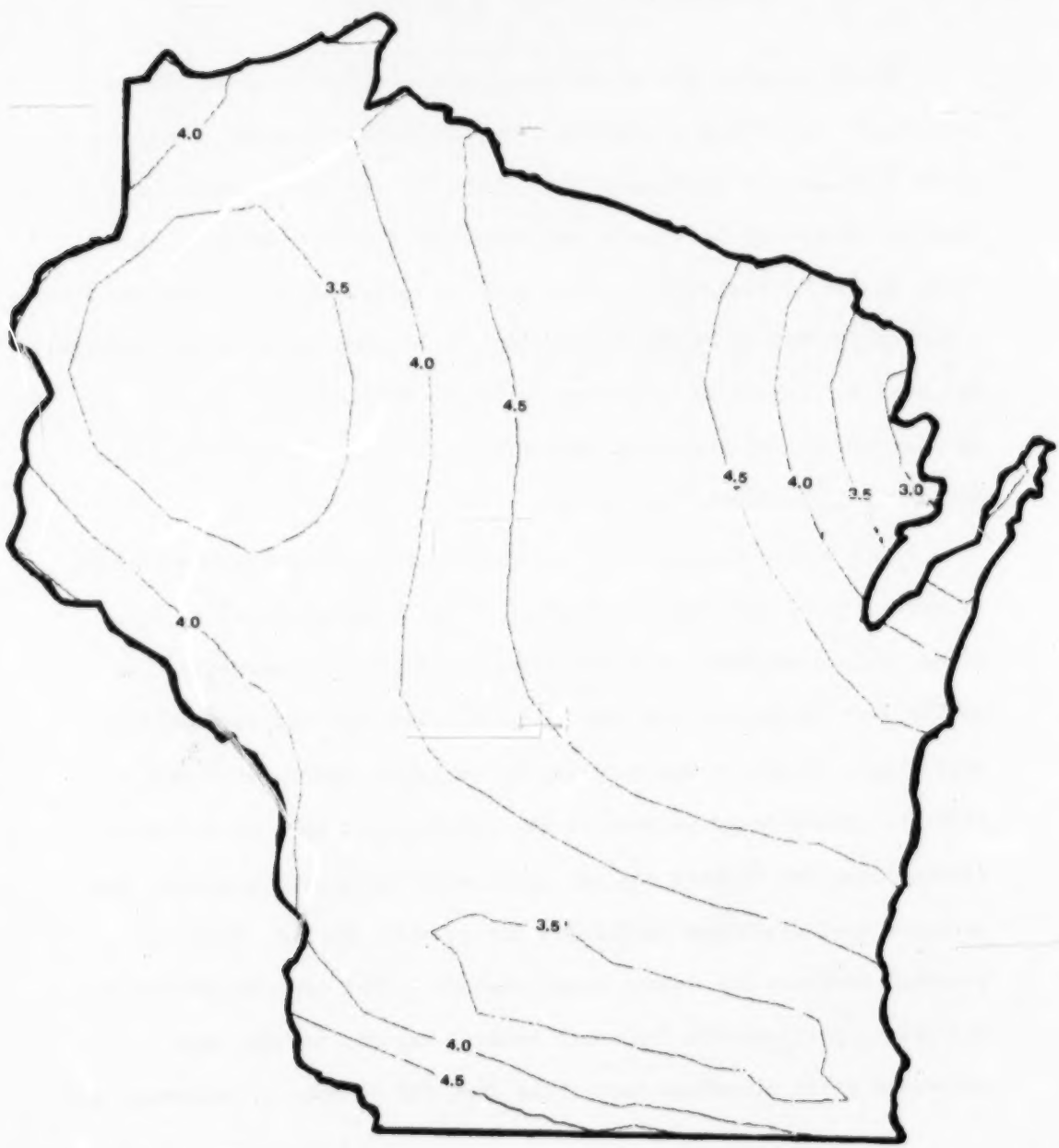
TABLE 6

EDUCATIONAL NEEDS FOR PUPIL SERVICES: MEANS AND RANKS OF SCHOOL BOARDS, EDUCATORS, STUDENTS, CITIZENS, AND THE TOTAL SAMPLE

PUPIL SERVICES	School Board (N = 78)		Educators (N = 333)		Students (N = 126)		Citizens (N = 118)		Total (N = 665)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Junior High School Guidance	4.19	2	4.42	2	3.84	1	3.80	1	4.17	1
Elementary School Guidance	4.05	1	3.83	1	5.63	7	4.61	3	4.34	2
Psychological Testing and Referral	5.47	5	4.72	4	5.25	4	4.97	4	4.95	3
Educational-Vocational Placement	4.32	3	5.46	6	4.73	2	4.47	2	5.00	4
In-School Placement of Pupils (Grouping, Tracking, etc.)	5.50	6	4.83	5	5.39	6	5.52	6	5.14	5
Social Work	6.83	9	4.81	3	5.32	5	6.91	9	5.53	6
Information on Careers and Occupations	5.23	4	7.08	9	4.77	3	5.15	5	6.07	7
School Health	7.06	10	5.69	7	7.00	10	6.93	10	6.33	8
Achievement Testing	5.76	8	6.95	8	6.15	8	5.64	7	6.42	9
Follow-up of Graduates	5.56	7	7.16	10	6.83	9	6.92	8	6.98	10

MAP 15. NEED FOR JUNIOR HIGH SCHOOL GUIDANCE AS PERCEIVED BY THE TOTAL SAMPLE

Low Number = High Need



needs for: Educational-Vocational Placement, and Information on Careers and Occupations.

Category VII: Budget Allocations

"Which items in the educational budget should be given greater priority?" According to the total sample, first priority should be given to Classroom Facilities (See Table 7). As Map 16 shows, the need for Classroom Facilities was viewed as quite pressing by the total sample of respondents in an area including Green Bay and the Fox River Valley and as somewhat pressing in the area surrounding Eau Claire. The need for increased attention to Classroom Facilities was viewed as less crucial by the total sample in areas surrounding Superior, LaCrosse, Eagle River, and Elkhorn.

Since boards of education are immediately faced with the problem of providing educational facilities, it was thought useful to do a trend surface analysis of board members' responses separately. As may be seen in Map 17, the results of the analysis are particularly revealing. First, it may be noted by comparing Map 16 with Map 17 that the school board members in the northwestern part of the State (surrounding Eau Claire) did not agree with educators, students, and citizens that classroom facilities are needed. Second, there was a marked tendency for school board members in the central portion of the State, particularly the south central region, to feel more concerned about classroom facilities than did educators, students, and

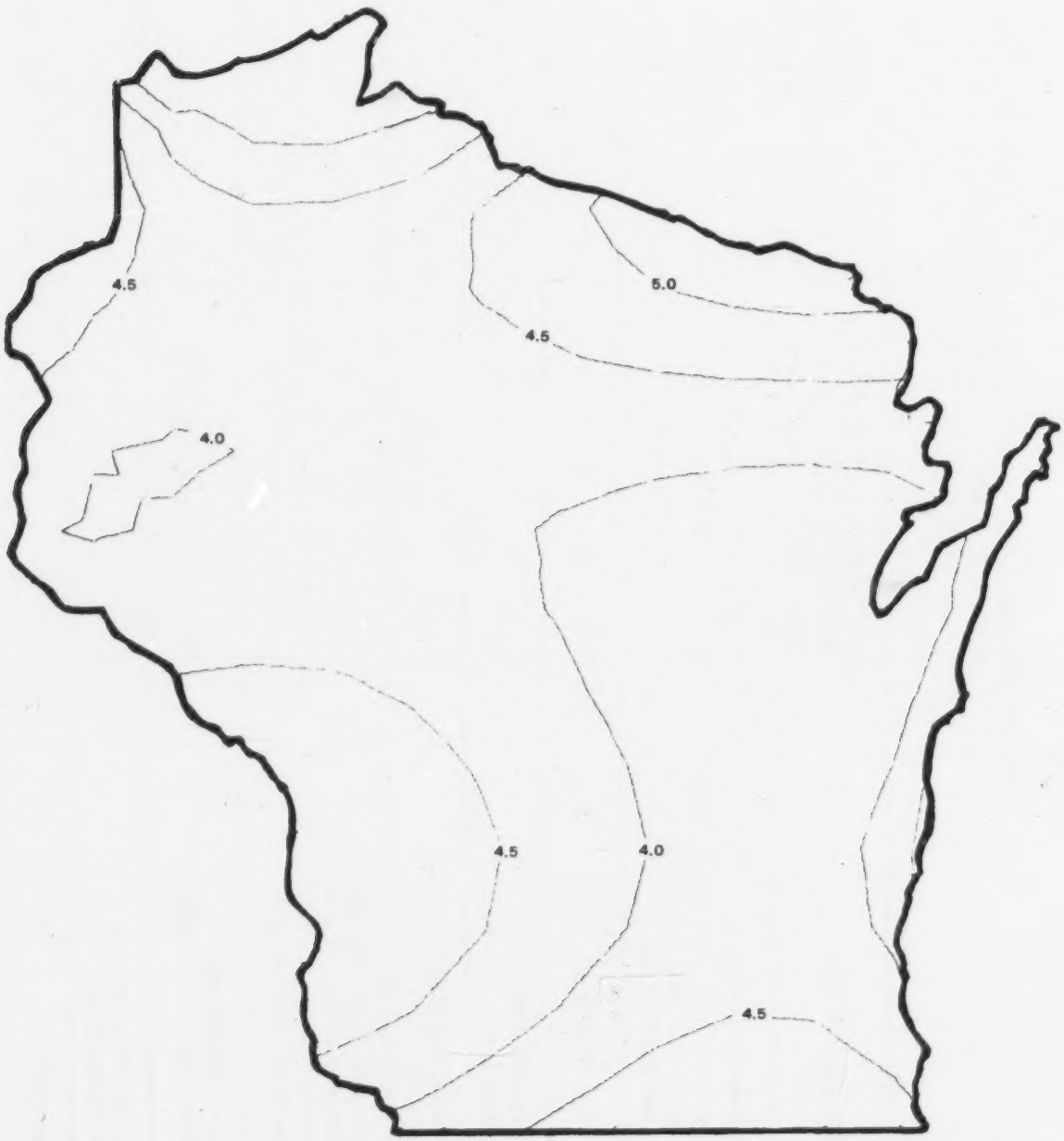
TABLE 7

EDUCATIONAL NEEDS FOR BUDGET ALLOCATIONS: MEANS AND RANKS OF SCHOOL BOARDS, EDUCATORS, STUDENTS CITIZENS, AND THE TOTAL SAMPLE

BUDGET ALLOCATIONS	School Boards (N = 78)		Educators (N = 333)		Students (N = 126)		Citizens (N = 118)		Total (N = 665)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Classroom Facilities	4.56	3	6.88	7.5	3.88	2	4.13	3	3.98	1
Libraries and Instructional Center Facilities	4.33	2	4.08	1	3.87	1	4.12	2	4.07	2
Teaching Personnel	3.89	1	4.64	3	4.33	4	4.05	1	4.38	3
Specialized Personnel (Counselors, etc.)	5.29	6	4.69	4	4.63	5	5.12	4.5	4.83	4
Textbooks and Instructional Supplies	5.12	5	5.25	5	4.12	3	5.12	4.5	5.00	5
Paraprofessional Personnel (Teacher Aides, etc.)	4.93	4	4.35	2	6.52	8	5.72	7	5.08	6
Audiovisual Equipment	6.21	8	5.52	6	5.56	6	5.52	6	5.61	7
Administrative and Supervisory Personnel	6.19	7	6.88	7.5	6.49	7	6.19	8	6.60	8
Building Maintenance and Operation	6.52	9	6.94	9	7.17	9	7.12	9	6.97	9
Transportation	7.91	10	8.77	10	8.39	10	7.80	10	8.42	10

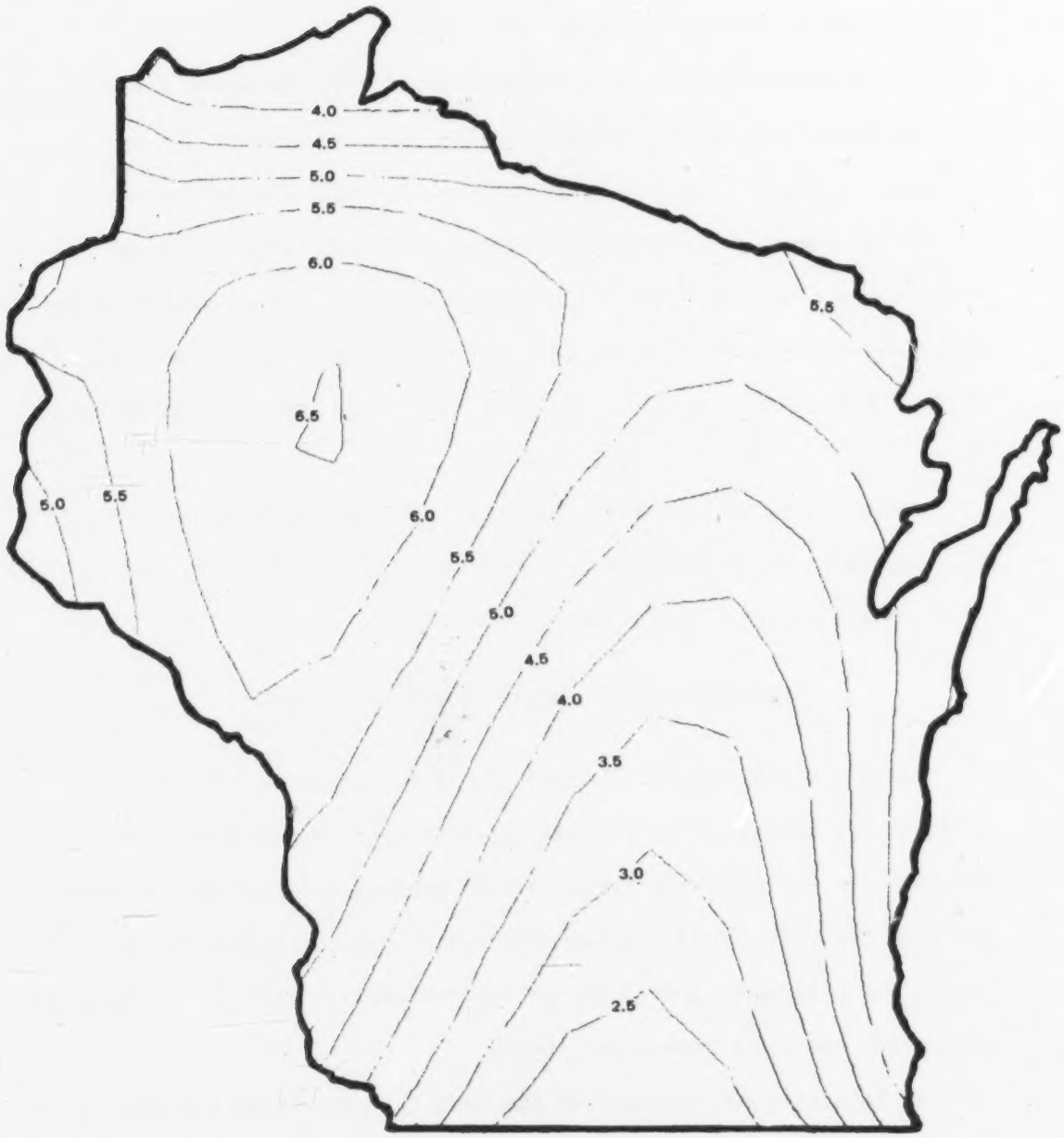
MAP 16. NEED FOR CLASSROOM FACILITIES AS PERCEIVED BY THE TOTAL SAMPLE

Low Number = High Need



MAP 17. NEED FOR CLASSROOM FACILITIES AS PERCEIVED BY SCHOOL BOARDS

Low Number = High Need



citizens. Finally, according to the maps, the board members in the Green Bay-Fox Valley area tended to agree with the other reference groups, but assigned less priority to the need for Classroom Facilities than did the educators, students, and citizens.

The needs for Budget Allocations expressed by educators differed substantially from those expressed by the other respondent groups. Educators assigned much higher priority than others did to the need for Paraprofessional Personnel; they assigned much lower priority than others to the need for Classroom Facilities. School boards tended to agree with educators on the need for Paraprofessional Personnel, whereas students and citizens assigned relatively low rankings to this need.

Items of Budget Allocations assigned the lowest ranks were: Building Maintenance and Operation, universally ranked ninth; and Transportation, universally ranked tenth.

Category VIII: Instructional Approaches

Since a basic purpose of Title III is to stimulate the use of creative approaches to instruction, opinions were sought regarding the need for ten different Instructional Approaches. As Table 8 shows, the need for Individually Guided Instruction was the Number One choice of all the respondent groups except the students. The need for Flexible Scheduling was their Number One choice.

To determine the strength of the need for Individually Guided

TABLE 8

EDUCATIONAL NEEDS FOR INSTRUCTIONAL APPROACHES: MEANS AND RANKS OF SCHOOL BOARDS, EDUCATORS, STUDENTS, CITIZENS, AND THE TOTAL SAMPLE

INSTRUCTIONAL APPROACHES	School Boards (N = 78)		Educators (N = 333)		Students (N = 126)		Citizens (N = 118)		Total (N = 665)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Individually Guided Instruction	3.33	1	3.05	1	5.45	5.5	3.57	1	3.33	1
Team Teaching (Cooperative Planning and Instruction)	3.92	2	4.21	2	4.78	2	4.22	2	4.29	2
Flexible Scheduling	4.57	3	4.49	3	3.67	1	4.66	3	4.37	3
Instructional Aids (Materials, etc.)	5.43	5	4.91	4	5.23	3	4.74	4	5.00	4
Use of Resource Persons	5.42	4	5.36	6	5.27	4	5.44	6	5.36	5
Audiovisual Instruction	5.55	7	5.81	7	5.69	7	5.06	5	5.62	6
Non-graded Programs	6.35	8	5.29	5	5.45	5.5	6.62	8	5.69	7
Televised Educational Programs	5.47	6	6.38	8	6.38	8	6.09	7	6.22	8
Computer Assisted Instruction	7.46	9.5	7.48	9	7.25	9	7.54	10	7.44	9
Homebound Instruction	7.46	9.5	7.99	10	7.45	10	6.97	9	7.63	10

Instruction by regions in the State, trend surface maps were generated for each of the respondent groups; they are shown in Maps 18 through 21. As the somewhat "flat" map in Map 18 reveals, the need for Individually Guided Instruction, as perceived by school board members, was a generalized need throughout the State -- except for a slight tendency on the part of school boards in the northeastern corner of the State surrounding Green Bay-Marinette to give greater emphasis to this need.

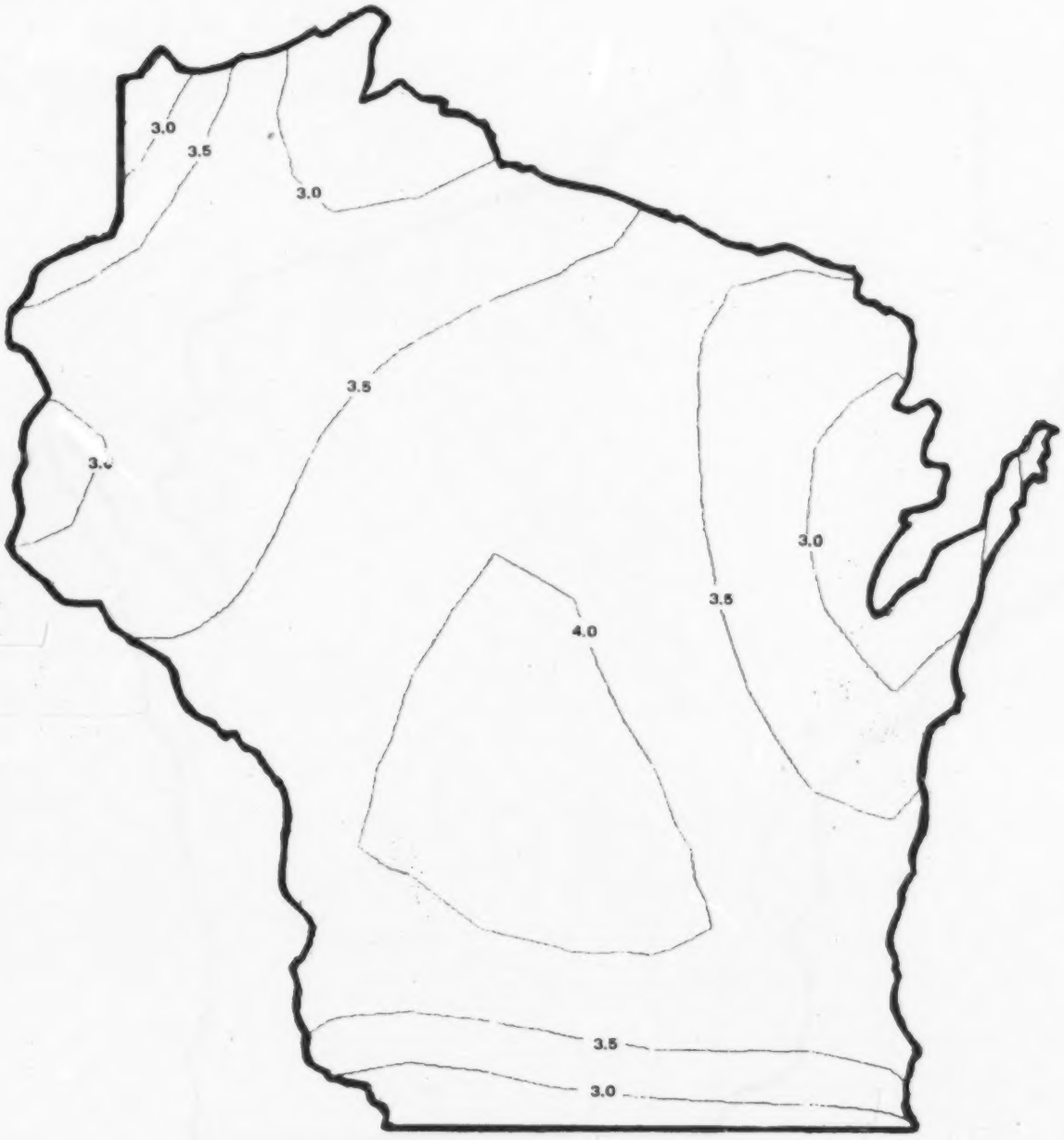
Educators in different parts of the State, on the other hand, exhibited marked differences with regard to the need for stressing Individually Guided Instruction. Map 19 shows a strong tendency for educators in the south central portion of the State -- on a radial surrounding the Beloit-Janesville area -- to stress the need for Individually Guided Instruction. A similar tendency can be noted in a wide area in the northwestern region of the State, bounded roughly by Ladysmith, Prentice, Hurley, and Hayward.

The need for stressing Individually Guided Instruction was perceived yet differently by students. In two regions of the State students stressed this need: a triangular area in the extreme northwest (Superior-Hayward-Ashland) and in the northeast (Antigo-Clintonville-Gillette). Students in the southwestern area of the State (Fennimore, Platteville, Dodgeville, Muscoda-Blue River) placed little emphasis on the need for Individually Guided Instruction.

As Map 21 shows, citizens in the northwestern area (Ladysmith, Prentice, Hurley, and Hayward) agreed with educators in this region

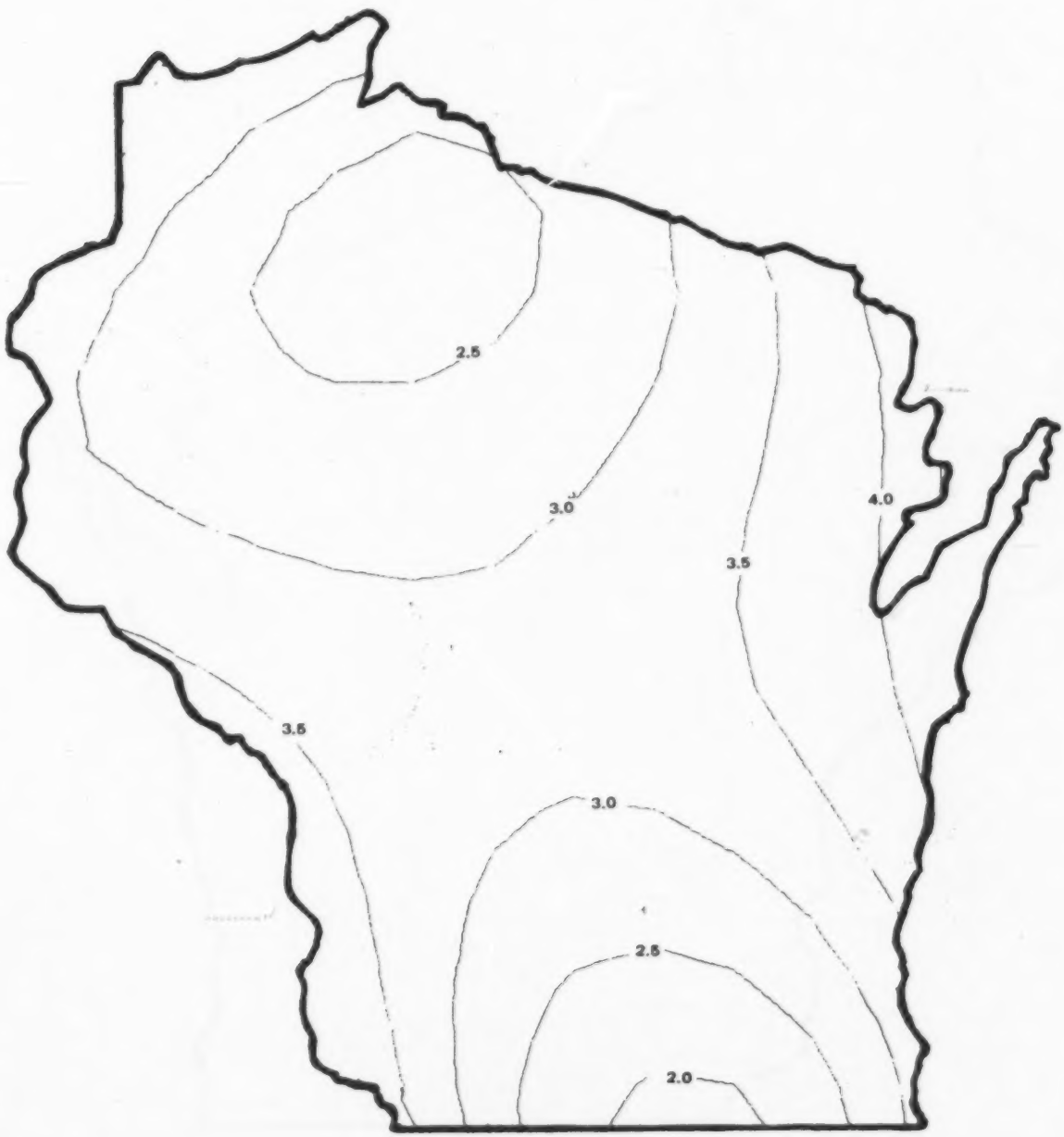
MAP 18. NEED FOR INDIVIDUALLY GUIDED INSTRUCTION AS PERCEIVED BY SCHOOL BOARDS

Low Number = High Need



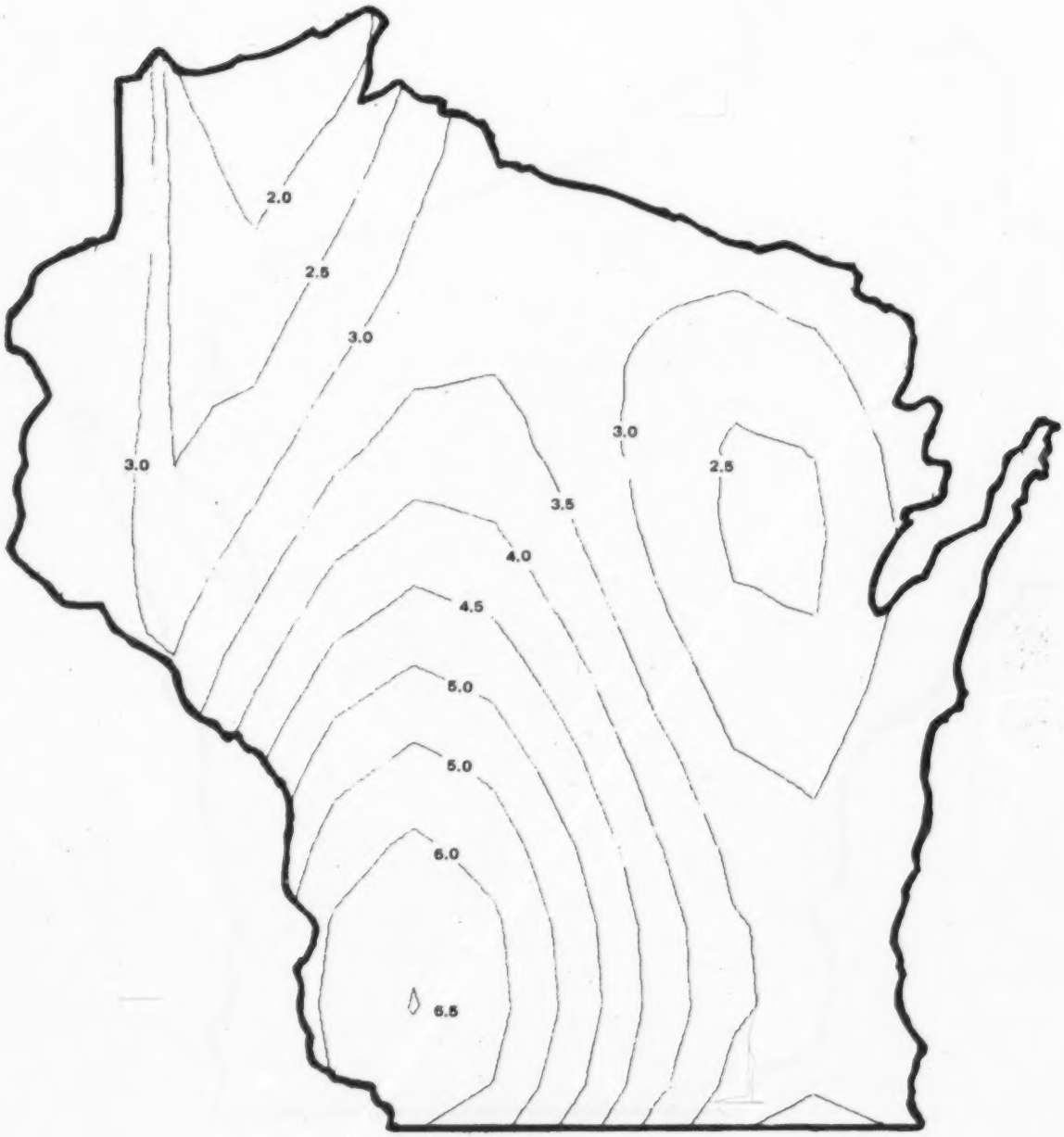
MAP 19. NEED FOR INDIVIDUALLY GUIDED INSTRUCTION AS PERCEIVED BY EDUCATORS

Low Number = High Need



MAP 20. NEED FOR INDIVIDUALLY GUIDED INSTRUCTION AS PERCEIVED BY STUDENTS

Low Number = High Need



MAP 21. NEED FOR INDIVIDUALLY GUIDED INSTRUCTION AS PERCEIVED BY CITIZENS

Low Number = High Need

that greater emphasis should be placed on Individually Guided Instruction. Citizens in the central and western areas of the State, as did the students in these areas, placed relatively less emphasis on this need than did educators.

As one might expect, the map for the composite sample was not particularly revealing since the regional differences in opinion held by the different respondent groups tended to cancel out each other.

Other Instructional Approaches that were perceived as needs included Team Teaching (Cooperative Planning and Instruction), ranked second by the total sample, and Flexible Scheduling, ranked third (See Table 8). Despite the fact that both of these approaches are somewhat new in the field of education, they appear already to have gained substantial and widespread support.

Less emphasis was seen as desirable for the Instructional Approaches of Non-Graded Programs, ranked seventh; Televised Educational Programs, ranked eighth; Computer Assisted Instruction, ranked ninth; and Homebound Instruction, ranked last.

Category IX: Educational Programs

Opinions were sought regarding the amount of additional emphasis that should be given to ten types of Educational Programs. The ranks given, from one (high emphasis) to ten (low emphasis), by the total sample were: 1. Slow Learners, 2. Alienated Youth (Potential Drop-outs, Unmotivated, etc.), 3. Students Terminating Education with

High School, 4. Academically Talented, 5. Educationally Disadvantaged, 6. Average Pupils, 7. Emotionally Disturbed, 8. Mentally Handicapped (Trainable, Educable, etc.), 9. Physically Handicapped (Visual, Orthopedic, etc.) and 10. Culturally Distinct (Migratory, Indian, etc.) (See Table 9). While it is recognized that the foregoing programs may not be mutually exclusive, in that a particular youngster might be placed in more than one type of program, it was felt desirable to determine, in general, the relative emphases that respondents felt the programs should receive.

Again, as in Category IV, school boards and citizens agreed. They gave first priority to the Program for Students Terminating Education with High School. As Maps 22 and 23 reveal, there was found to be a high similarity between these two respondent groups in regional distribution regarding this concern. Generally, along an axis from LaCrosse to Stevens Point there was greater stress placed on Programs for Students Terminating Education with High School. For the citizen group, the influence of the Milwaukee area respondents on the ranking of this variable also can be noted.

Both educators and students gave first priority in Category IX to the need for additional emphasis on Programs for Slow Learners. Regarding the geographical distribution of concern for this variable, however, no marked regional differences were noted. That is, educators and students throughout the State gave comparatively equal high rankings to the need for Programs for Slow Learners.

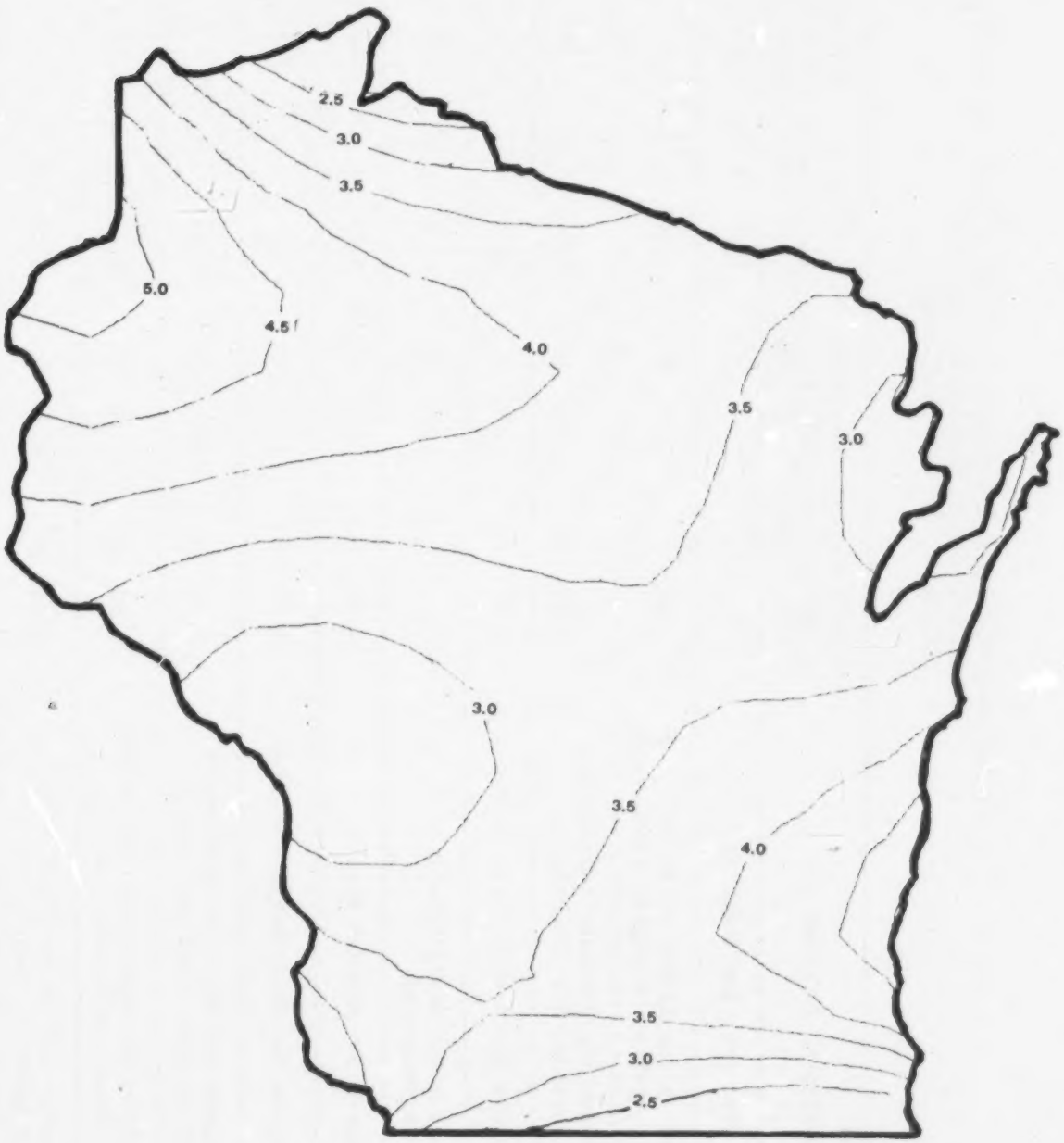
TABLE 9

EDUCATIONAL NEEDS FOR EDUCATIONAL PROGRAMS: MEANS AND RANKS OF SCHOOL BOARDS, EDUCATORS, STUDENTS, CITIZENS, AND THE TOTAL SAMPLE

EDUCATIONAL PROGRAMS	School Boards (N = 78)		Educators (N = 333)		Students (N = 126)		Citizens (N = 118)		Total (N = 665)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Program for Slow Learners	3.71	2	3.82	1	3.61	1	5.83	6.5	3.80	1
Program for Alienated Youth (Potential Dropouts, Unmotivated, etc.)	5.90	7	3.87	2	4.01	2	4.83	2	4.21	2
Program for Students Terminating Education with High School	3.48	1	4.42	3	5.09	5	3.67	1	4.30	3
Program for Academically Talented	4.67	3	4.67	4	4.69	3	5.00	4	4.74	4
Program for Educationally Disadvantaged	5.10	5	5.10	6	5.02	4	5.05	5	5.07	5
Program for Average Pupils	4.98	4	5.16	7	5.82	6	4.90	3	5.22	6
Program for Emotionally Disturbed	5.60	6	4.93	5	5.83	7	5.83	6.5	5.31	7
Program for Mentally Handicapped (Trainable, Educable, etc.)	6.34	8	6.80	8	5.94	8	6.52	8	6.53	8
Program for Physically Handicapped (Visual, orthopedic, etc.)	6.98	9	7.83	9	6.73	9	6.78	9	7.33	9
Program for Culturally Distinct (Migratory, Indian, etc.)	9.00	10	8.35	10	8.23	10	8.30	10	8.40	10

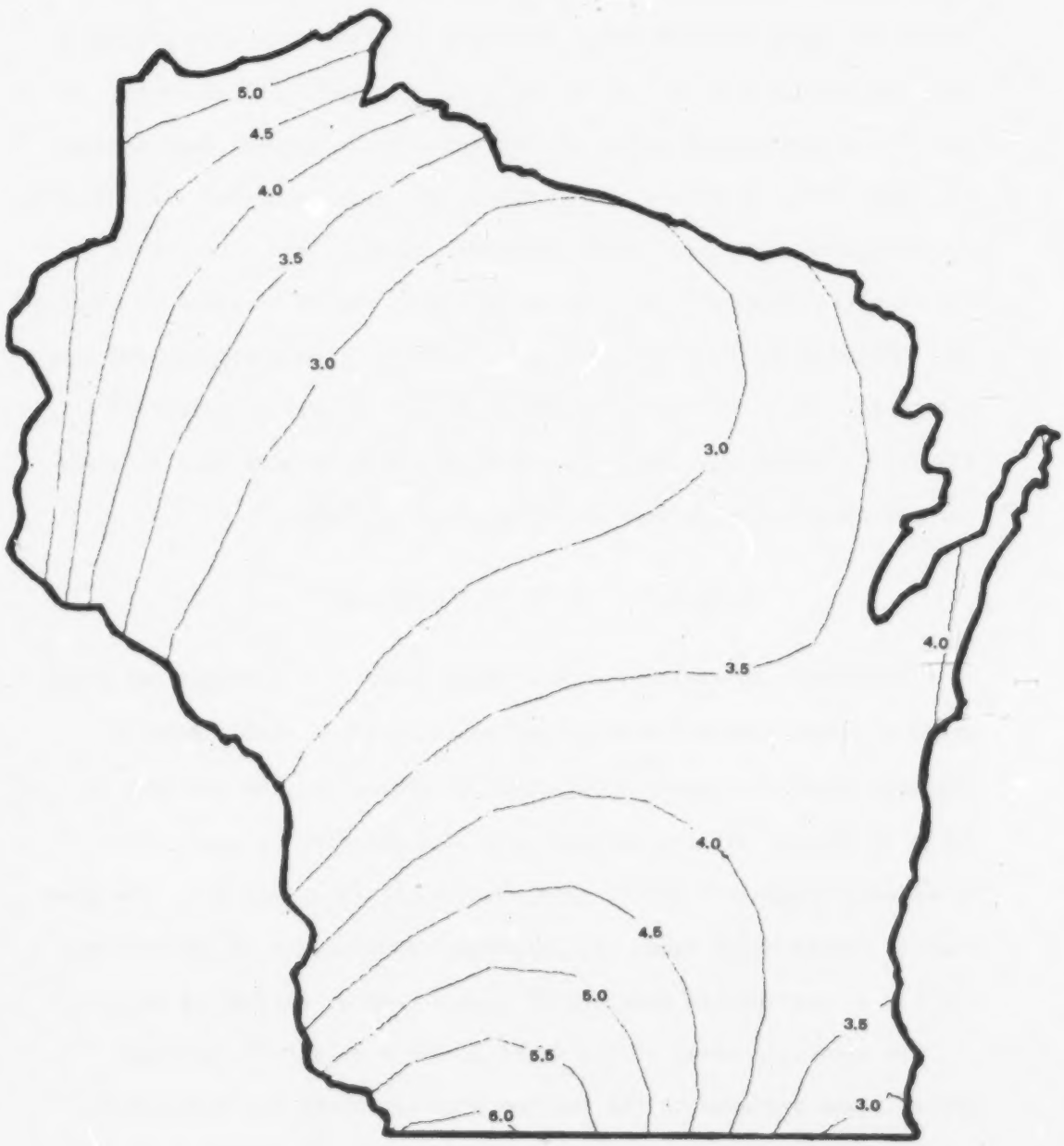
MAP 22. NEED FOR PROGRAMS FOR STUDENTS TERMINATING EDUCATION WITH HIGH SCHOOL AS PERCEIVED BY SCHOOL BOARDS

Low Number = High Need



MAP 23. NEED FOR PROGRAMS FOR STUDENTS TERMINATING EDUCATION WITH HIGH SCHOOL AS PERCEIVED BY CITIZENS

Low Number = High Need



Educators, students, and citizens ranked second in priority the need for Programs for Alienated Youth (Potential Dropouts, Unmotivated etc.) while school board members ranked this same variable seventh. Therefore, trend surface maps concerning this variable were generated only for the three groups assigning high priority rankings to it. As Map 24 reveals, educators to the southeast of a diagonal axis through the State from LaCrosse to Eagle River were more concerned with Programs for Alienated Youth than those northwest of this axis. According to the students (See Map 25), greater attention should be given to Programs for Alienated Youth in two areas of the State: the southwest and the northwest. Citizens in the northwest were similarly concerned (See Map 26). In general, there was relatively less concern with Programs for Alienated Youth in the central area of the State.

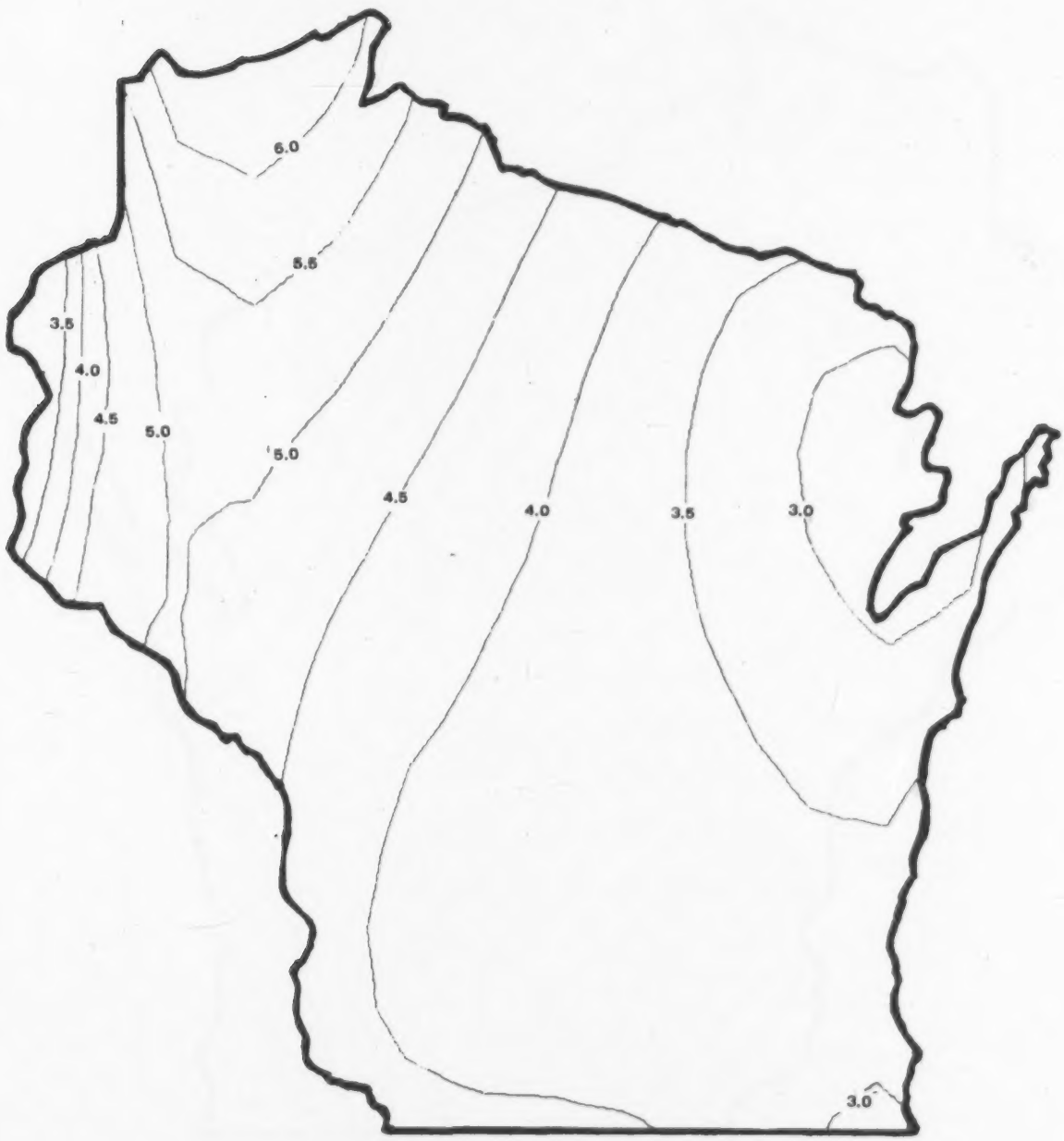
Category X: In-Service Education

In-Service Education includes those types of activities and programs directed toward improving and updating those professionally prepared persons engaged in the field of education. As the data in Table 10 reveal, all respondents gave high priority to needs for in-service programs directly involving the learning process. The four highest ranked needs were: 1. Diagnosing Pupil Needs, 2. Motivating Pupils, 3. Guiding the Learning of Pupils, and 4. Evaluating Pupils.

To ascertain areas of the State in which relatively greater emphasis was assigned to the two top priority needs for In-Service

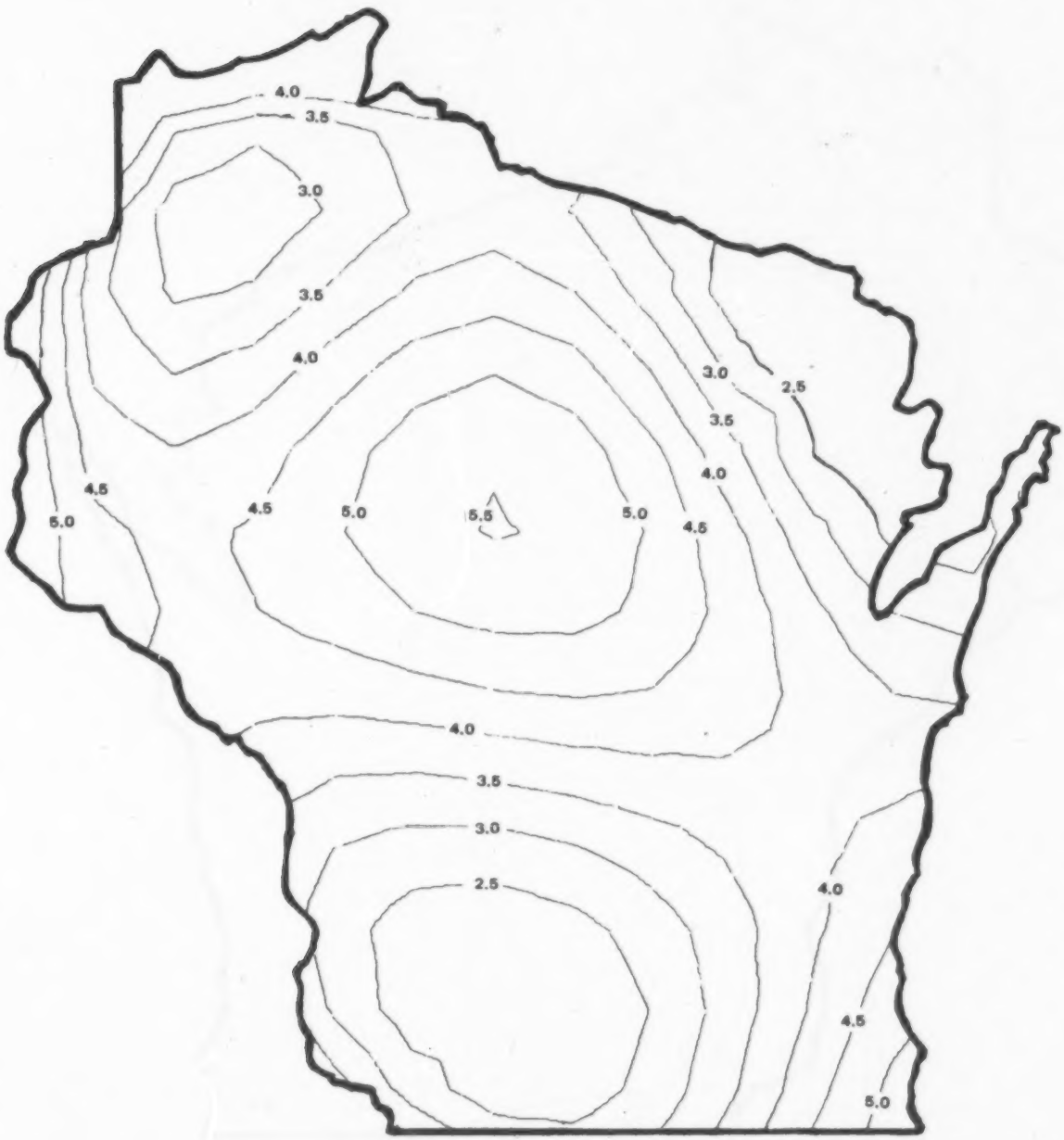
MAP 24. NEED FOR PROGRAMS FOR ALIENATED YOUTH AS PERCEIVED BY EDUCATORS

Low Number = High Need



MAP 25. NEED FOR PROGRAMS FOR ALIENATED YOUTH AS PERCEIVED BY STUDENTS

Low Number = High Need



MAP 26.. NEED FOR PROGRAMS FOR ALIENATED YOUTH AS PERCEIVED BY CITIZENS

Low Number = High Need

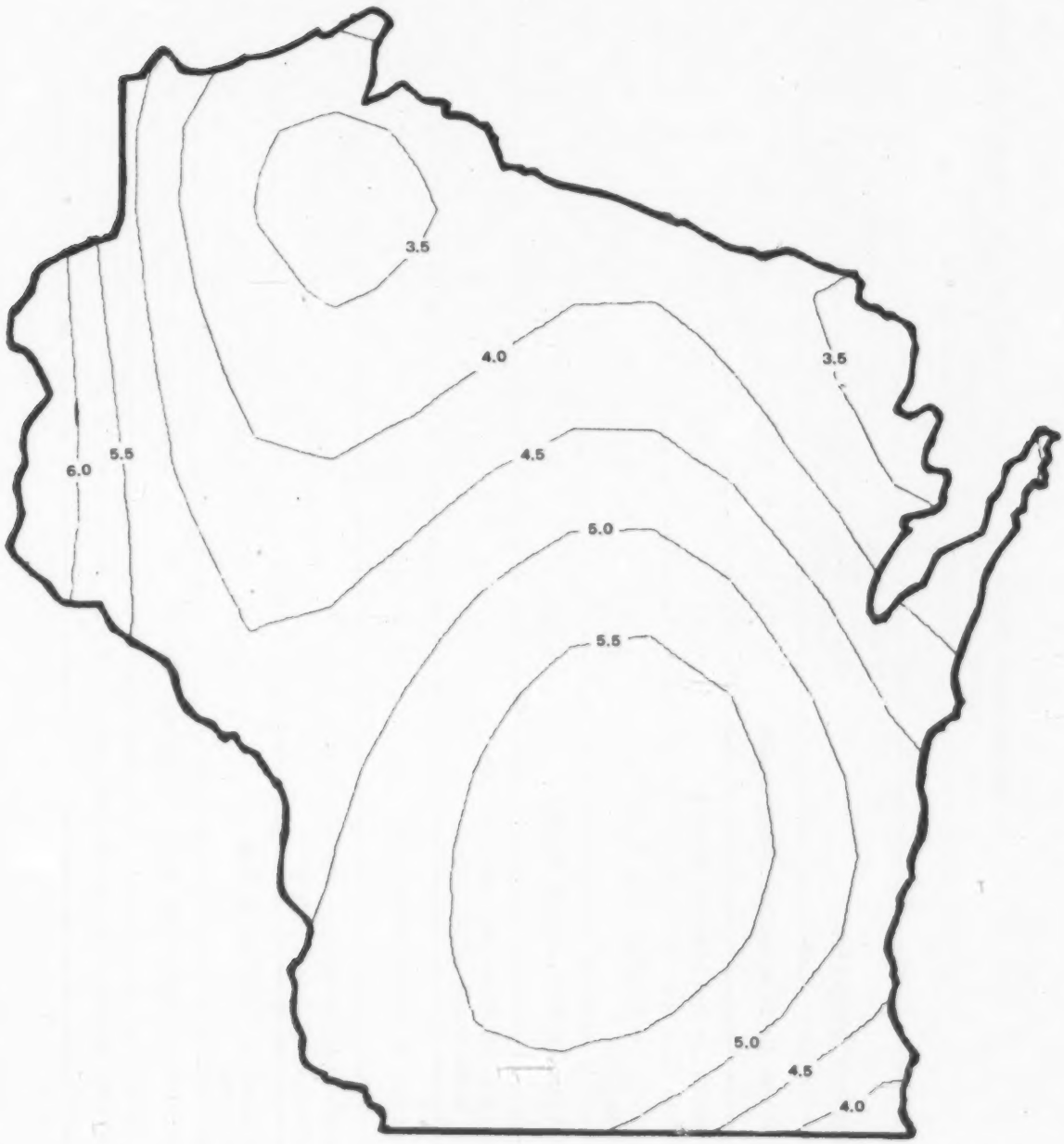


TABLE 10

EDUCATIONAL NEEDS FOR IN-SERVICE EDUCATION: MEANS AND RANKS OF SCHOOL BOARDS, EDUCATORS, STUDENTS, CITIZENS, AND THE TOTAL SAMPLE

IN-SERVICE EDUCATION	School Board (N = 78)		Educators (N = 333)		Students (N = 126)		Citizens (N = 118)		Total (N = 665)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Education in Diagnosing Pupil Needs	3.70	2	3.23	1	3.69	1	3.79	3	3.47	1
Education in Motivating Pupils	2.83	1	3.52	2	3.71	2	3.65	2	3.50	2
Education in Guiding the Learning of Pupils	4.65	4	4.29	3	4.44	3	3.85	4	4.28	3
Education in Evaluating Pupils	4.48	3	5.53	5	5.02	5	4.32	1	5.09	4
Education in Planning Instruction and Developing Curriculum	5.76	5	5.03	4	5.59	6	6.03	6	5.41	5
Education in Human Relations	5.91	6	5.54	6	4.80	4	5.67	5	5.46	6
Education in Selecting and Utilizing Materials and Equipment	6.78	8	6.15	7	6.71	8	7.12	8	6.51	7
Education in Utilizing Team Teaching	6.47	7	6.49	8	7.31	9	6.40	7	6.63	8
Education in Reporting Pupil Progress	6.96	9	7.37	9	7.56	10	6.78	9	7.25	9
Education in Subject Matter Content	7.42	10	7.78	10	6.12	7	7.11	10	7.29	10

Education, trend surface analyses for the total sample were mapped for Education in Diagnosing Pupil Needs (See Map 27) and Education in Motivating Pupils (See Map 28). Although the need for In-Service Programs was quite general throughout the State (Map 27 being relatively "flat"), greater emphasis was given this need in two areas in the western half of the State -- one in the northwest; the other, in the southwest. Likewise, there were two areas of the State in which greater emphasis was placed upon the need for Education in Motivating Pupils. Both of these concentrations were in the northern part of the State -- one on a radial centered near Ashland, the other, centered near Green Bay.

In view of the continual cry for education in subject matter disciplines rather than in the field of education, it was somewhat surprising to find that the composite sample gave lowest priority (tenth rank) to Education in Subject Matter Content. Other items ranked low included: Education in Selecting and Utilizing Materials and Equipment (seventh), Education in Utilizing Team Teaching (eighth), and Education in Reporting Pupil Progress (ninth).

Summary

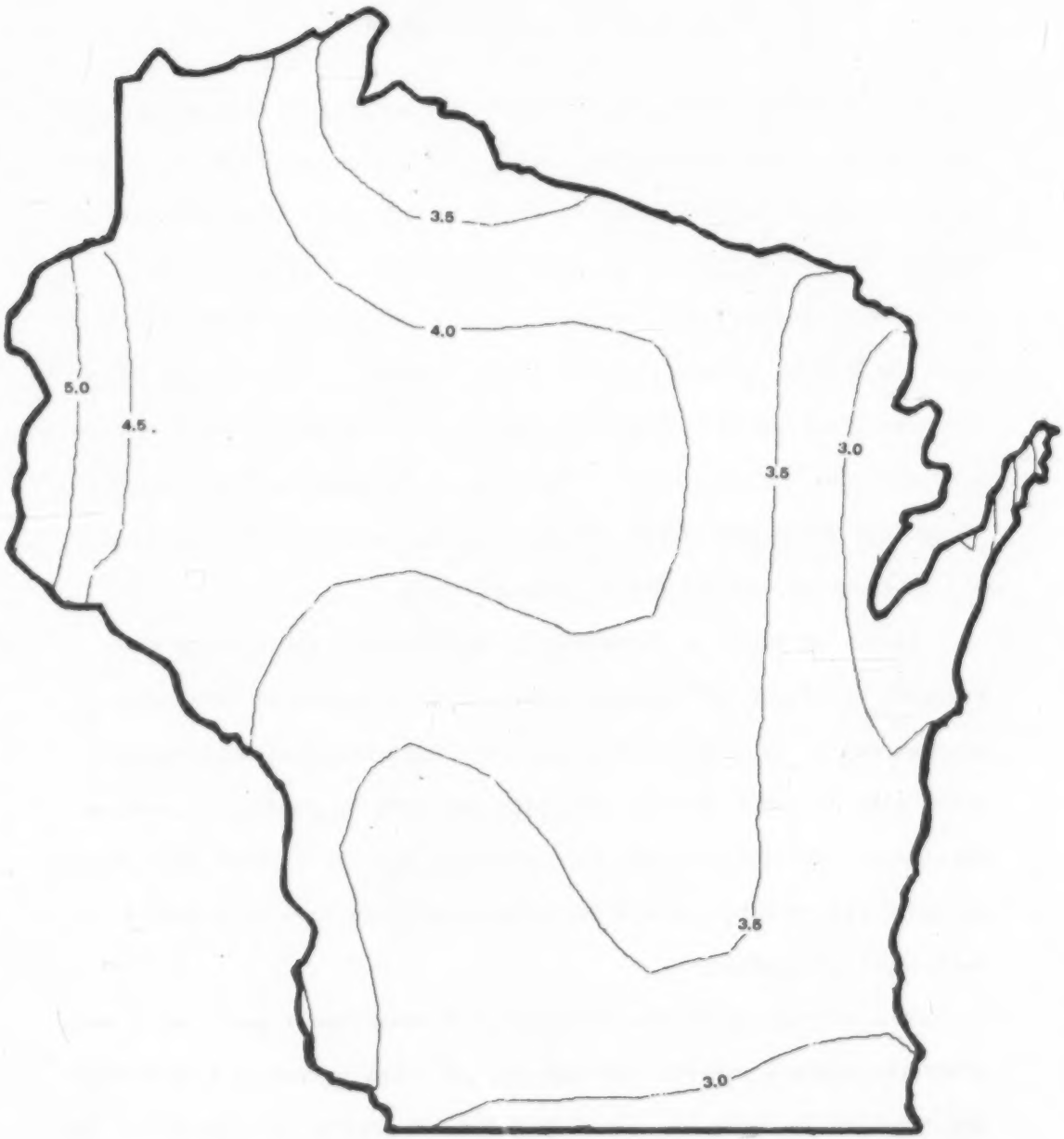
In this chapter specific educational needs have been identified, the rankings by the respondent groups and the total sample for each need have been given, and geographic distributions of each need throughout the State have been portrayed. In the chapter to follow a composite picture of educational needs in Wisconsin is drawn.

MAP 27. NEED FOR EDUCATION IN DIAGNOSING PUPIL NEEDS AS PERCEIVED BY TOTAL SAMPLE

Low Number = High Need

MAP 28. NEED FOR EDUCATION IN MOTIVATING PUPILS AS PERCEIVED BY THE TOTAL SAMPLE

Low Number = High Need



CHAPTER III

COMPOSITE EDUCATIONAL NEEDS

A picture of respondents' overall perceptions of imperative educational needs was obtained by having each respondent rank, from one to ten, each of the ten items to which he had given first priority in each of the ten categories of need discussed in Chapter II. In addition, each respondent answered the following open-ended interview question so that verbatim quotes could be taken: "If you were in the enviable position of having unlimited funds to spend to improve your schools, what would you do?" Thus, each respondent was able to add in his own words additional detail, meaning, and feeling regarding his rankings of imperative educational needs.

Again, it would be interesting, informative, and perhaps provocative to report and analyze responses by position of respondent, such as mayor; by respondent groups, such as citizens; by geographic area, such as trend surface analysis; and even by community, such as Milwaukee. But our analyses here perforce must be limited to a summary of the total results, except for occasional illustrative comments by individual respondents.

Data pertaining to the 15 imperative educational needs which were given the highest overall rankings by the total number of respondents are reported in Table 11. In this table the number of respondents who ranked each of the needs first, second, third, and fourth, together

TABLE 11

COMPOSITE RANKING OF IMPERATIVE EDUCATIONAL NEEDS
IN ALL CATEGORIES BY THE TOTAL SAMPLE

EDUCATIONAL NEED	Number of Respondents Ranking The Need: First	Second	Third	Fourth	Weighted Totals	Ranks
Reading	87	31	28	20	517	1
Classroom Facilities	40	18	12	18	256	2
Individually Guided Instruction	20	29	25	19	236	3
Education in Motivating Pupils	22	21	18	15	202	4
Curriculum Development	22	23	16	11	200	5
Program for Students Terminating Education With High School	12	20	18	14	158	6
Vocational-Technical Education	21	10	13	14	154	7
Community Analysis	21	12	8	15	151	8
The Problem of Ineffective Teachers	16	14	15	14	150	9
Post-Secondary Vocational-Technical Education	12	15	11	18	133	11
Program for Slow Learners	9	20	11	15	133	11
Skilled Trades	9	16	17	15	133	11
School-Community Relations	13	15	10	15	132	13.5
Libraries and Instructional Center Facilities	12	14	16	10	132	13.5
Program for Alienated Youth	16	10	10	14	128	15

with the weighted totals and final ranks, are given. To obtain the weighted final ranks, first choices were multiplied by four, second choices by three, third choices by two, and fourth choices by one.

Reading was the preponderant choice of the respondents as the outstanding imperative educational need. The weighted total for this need was slightly more than twice that for the second ranked need. Classroom Facilities and Individually Guided Instruction were ranked as second and third imperative educational needs. They received fairly similar weighted totals but Classroom Facilities received twice as many first choices as did Individually Guided Instruction. Education in Motivating Pupils and Curriculum Development received fourth and fifth ranks, respectively, but had almost the same weighted totals. According to judgments of the respondents of this investigation, the five needs mentioned in this paragraph are the top-ranking imperative educational needs in Wisconsin.

A second group of four imperative educational needs received very similar weighted totals that were substantially below those received by the five top-ranking imperative needs (See Table 11). These were: Program for Students Terminating Education With High School, Vocational-Technical Education, Community Analysis, and The Problem of Ineffective Teachers.

A third group of six educational needs received almost identical weighted totals and these were considerably lower than the weighted totals of the four needs mentioned in the preceding paragraph. The

educational needs in this group were: Post-Secondary Vocational-Technical Education, Program for Slow Learners, Skilled Trades, School-Community Relations, Libraries and Instructional Center Facilities, and Program for Alienated Youth.

It was pointed out earlier in this chapter that interviewees responded to an open-ended question as to what they would do to improve their schools if they had unlimited funds available. A few statements relating to each of the five top-ranked educational needs will be reported in the following paragraphs.

The data reported in Table 11 clearly support the conclusion that the respondents of this study perceived Reading as that phase of education most in need of increased emphasis. Eighty-seven respondents gave first rank to this imperative educational need, a number more than double that for any other need. In response to the open-ended question, a superintendent of schools whose response is typical of many others replied: "I'd establish a reading program in this school system. I'd concentrate the investment in the lower four grades. Unless children learn to read they can't be expected to be successful in further schooling." A teacher stated: "I would emphasize reading in the primary and elementary grades. About 50 per cent of the children who get to the junior high school cannot read at the seventh grade level, and a quarter of this group read only at the fourth grade level." Finally, a high school senior said: "I'd provide better facilities and programs for teaching reading, particularly in the elementary grades. I got a slow start in reading. I expect to go to college in the fall and I'm

quite apprehensive because of my poor start in the elementary grades."

Classroom Facilities received 40 first choices and a weighted total of 256 to become the second ranked imperative educational need. In reply to what he would do if he had unlimited funds, a P.T.A. official said: "I would build the most beautiful and best library in the State. Around the library I would build a modern high school and equip it with the very latest teaching devices, such as tape recorders, microscopes, and motion pictures. It would have excellently equipped shops, kitchens, and laboratories." A teacher stated: "To make a long story short, I'd build and operate a school that would do the job it is supposed to do - educate children and youth." A president of a school board replied: "I would invest heavily in the physical plant making sure that there were ample laboratory facilities with the latest in equipment."

The third ranked imperative educational need was Individually Guided Instruction. It received a weighted total of 236 although the respondents assigned it only 20 first choices. With respect to this need a principal stated: "I would set up a program in which teachers would develop individual units of instruction so that students could work at their own rate instead of trying to bring everybody through the same learning material at the same rate of speed. This would give students an opportunity to concentrate on areas of interest under the individualized guidance of teachers who know their backgrounds and future goals." A graduating senior had this to say: "In some way I would attempt to set up programs for individuals. Each individual

has a special talent and should be provided an opportunity to develop it fully."

Education (of teachers) in Motivating of Pupils was the fourth-ranked educational need as perceived by the total group of respondents. An illustrative statement of this need was offered by a superintendent of schools who said: "My first priority would be to revamp the staff by providing them with opportunities to develop their understandings of the need and interests of children and of the relationships of teachers and teaching to these needs. The teacher needs to learn how to plan and conduct learning activities that will catch the interest and enthusiasm of pupils. So much of what we now do is a traditional, stereotyped kind of thing that seems to have little relevance to the lives of the children." Another typical statement concerning this educational need came from a school board member: "I believe the most important thing any school needs is a way continually to stimulate the pupil. If a high school sophomore could be characterized by the intense, continuing desire to learn that is ever present in a third grader, I believe our biggest problems in education would be solved."

Curriculum Development was the fifth-ranked imperative educational need, but its weighted total was only slightly less than that received by the fourth-ranked need discussed in the preceding paragraph. A principal was one of a number of respondents who emphasized this educational need: "We need an overall study to eliminate all the unnecessary, unessential courses in the curriculum and place more emphasis on ways of learning. We're past the stage of producing learned persons

and have to concentrate on producing life-long learners. This involves having children do instead of just listening and saying." A P.T.A. official made this comment: "If we could do anything we wanted we would give each pupil the very best possible opportunity to find out where his talents lay. This would mean enlarging the curriculum -- installing experimental programs and hiring the necessary experts. We'd constantly be doing research on the curriculum."

Summary

Of the 15 imperative educational needs named in Table 11, eight are aspects of the educational program, namely Reading, Individually Guided Instruction, Curriculum Development, Program for Students Terminating Education With High School, Vocational-Technical Education, Program for Slow Learners, Skilled Trades Education and Program for Alienated Youth. Two of the needs pertain to school facilities, namely Classroom Facilities and Libraries and Instructional Center Facilities. Education in Motivating Pupils and The Problem of Ineffective Teachers, are two of the 15 needs which are related to the quality of teachers. Two of the needs, Community Analysis and School-Community Relations, are aspects of the relationships of school and community. Finally, one of the 15 needs, Post-Secondary Vocational-Technical Education, has to do with a phase of education following high school.

CHAPTER IV

CONCLUSIONS AND IMPLICATIONS

The findings of this study provide new insights and understandings from which several important conclusions are drawn. In addition, some implications for improving educational policy-making derive from the conclusions of the study. Finally, some implications for future educational research evolve from the methodology of the study.

Conclusions

Based upon the major findings of this study it is concluded that:

1. There are certain educational needs in the State of Wisconsin that are viewed as imperative -- that is, additional emphasis should be given to them. The following fifteen educational needs, in the order listed, are most pressing: Reading, Classroom Facilities, Individually Guided Instruction, Education in Motivating Pupils, Curriculum Development, Program for Students Terminating Education with High School, Vocational-Technical Education, Community Analysis, the Problem of Ineffective Teachers, Post-Secondary Vocational-Technical Education, Program for Slow Learners, Skilled Trades, School-Community Relations, Libraries

and Instructional Center Facilities, and Program for Alienated Youth.

2. Respondent groups do not always agree regarding the priority that the various educational needs should receive. While the priorities of students are most often at variance with those of other respondent groups, marked differences in priorities exist between and among school board members, educators, and citizens, as well.
3. Many educational needs vary greatly by geographic region of the State. That is, needs viewed as being quite crucial in one region may be viewed as much less important, even by a similar group of respondents, in a different region of the State.
4. Certain educational needs that are related, in terms of current policies, programs, and practices, are differentially stressed, in terms of perceived need. For example, Individually Guided Instruction ranks high in priority overall and Flexible Scheduling ranks high in priority within its category, yet Data Processing which typically is used to facilitate meeting these needs ranks low.

Implications

From the foregoing conclusions some implications relating to educational policy may be drawn. From the methodology of the study some implications for further fruitful research may be suggested.

Implications for Educational Policy

It is of course clear that educational policy can never be derived directly from pooled opinions, however carefully they may be assessed. But in an informed democracy neither opinions nor perceptions can be ignored -- particularly when they are corroborated by the findings of related studies.[1] The policy maker, then, must be in tune with prevailing opinions and perceptions and must reexamine his own opinions and perceptions in this light, recognizing that some degree of congruence is required for policy making to be attempted, accepted, and effective.

Implications for future educational policy may be drawn regarding each of the major conclusions of the study. First, each of the imperative needs that is viewed as being crucial should be examined in terms of the high priority ranking given it and the following question asked: "Why?" Once answered, this question leads the policy maker naturally to other relevant ones: "How?," "Who?," "How much?," "Where?," and "When?"

At first blush, the second major conclusion, that the respondent groups do not always agree may appear to the policy maker to be tautological. But the obvious practical implication of this conclusion should not be overlooked: greater efforts should be made not only to broaden one's data sources, but also to act on knowledge of the variances in opinions and perceptions of such sources. For example,

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[1]See, for example, Wisconsin Educational Needs Assessment, Companion Analysis (Madison: Center for Research and Program Development, Department of Public Instruction, 1969).

the effective educational policy maker of the future might well give closer attention to educational needs as perceived by students.

The third major conclusion was that different geographic regions of the State often have different unmet educational needs. Despite a tradition of control by local school districts, the fact remains that the schools throughout Wisconsin are strikingly similar -- apparently the schools are clinging to generalized, state-wide norms, rather than inaugurating creative, locally relevant programs.

From the fourth major conclusion, that like things, such as, flexible scheduling and computers, didn't "lump together," an obvious implication is that communication about and knowledge of theory and practice in the field of education should be given greater currency.

Implications for Educational Research

Research reports customarily conclude by noting suggestions for further research. The staff of this project makes the following suggestions, however, not as a matter of custom, but of conviction. It is believed that immediate and sustained effort should be directed toward the following:

1. The data of the present project should be mined further. Because of time and space limitations, the data were analyzed only by groups of respondents: school boards, educators, students, and citizens. It might be important, for example, to investigate why educators and students in a given region of the State perceive Classroom Facilities to be a pressing

educational need while school boards and citizens do not. And what do persons in specific roles, such as mayors, editors, school superintendents, principals, and teachers, think? Also, the data were examined only for regional differences. But what do persons in Milwaukee think, compared with suburban or rural respondents? Obviously, the data deserve to be partitioned several ways and the results of such analyses reported.

2. Comparisons should be made of present findings with those of other studies of education in Wisconsin. Reports of study commissions, task forces, and established agencies abound -- many of which deal, in part, with the educational needs assessed in this study. But the studies typically exist in isolation. Comparisons across studies might well reveal a whole that is greater than simply the sum of its parts.
3. A data bank on education in Wisconsin should be established that not only includes data from this and other studies extant but also makes provisions for input, access, updating, and retreival of information in forms useful to those engaged in educational decision making and policy making. Although initial efforts are being made in this regard, they are too modest for the task at hand.

4. The present study should be replicated at future intervals. To some, it probably appears highly immodest to suggest that the same study be repeated in future years. Even so, it should be observed that several conceptual and methodological gains were made in the present study. The instrument designed for assessing educational needs was found to be concise, usable, and discriminating. Likewise, the structured individual interview technique was found to be uniquely suited for assessing the priorities of educational needs. Finally, the trend surface method for analyzing and depicting vast sums of data, while heretofore not utilized in the field of education, was found to be particularly parsimonious.

   In stressing the need for replication of the present study, the staff of this project takes note of the anomaly that while verification of findings through repeated trials is the modus operandi in physical science and its applied fields, such as engineering, and in biological science and its applied fields, such as agriculture, such replication is seldom attempted in social science and its applied fields, such as education.

5. Reasons why the educational needs were ranked as they were should be sought. Which brings us, full turn, to consider the first major conclusion of the study and the initial implication for policy making. At the simplistic level,

respondents could be asked merely to state the reasons for their rankings. At a more meaningful level, answers to questions such as the following might be sought: "What historical, political, or economic factors in the larger society contribute to the priority rankings?," "What demographic, social, or economic factors in the local district contribute to the rankings?," "What factors in the nature and experiences of the respondent contribute to the rankings?," and "Are either the current or the envisioned federal, state, and local programs directed toward the most imperative educational needs?"

APPENDIX A

School Districts Included in the Sample

1. Appleton
2. Auburndale
3. Bangor
4. Boscobel
5. Brown Deer
6. Chetek
7. Clintonville
8. Colfax
9. Crandon
10. East Troy
11. Edgerton
12. Ellsworth
13. Glendale - Nicolet Union High School
14. Howard - Suamico
15. Hudson
16. Kenosha
17. Medford
18. Mishicot
19. Monroe
20. Muscoda - Blue River
21. Nekoosa
22. New Holstein
23. Oakfield
24. Osseo - Fairchild
25. Prairie du Chien
26. Rhinelander
27. Rib Lake
28. Ripon
29. Rosendale
30. Sheboygan Falls - Waldo
31. Somerset
32. Three Lakes
33. Walworth Union High School
34. Washburn
35. Whitehall
36. Whitewater
37. Winneconne
38. Wisconsin Dells
39. Wisconsin Rapids
40. Milwaukee

APPENDIX B

Geographic Distribution of the Sample

Respondents Chosen for Interview in the Wisconsin Educational Needs Study

I. Respondents in the Thirty-Nine Districts Other than Milwaukee

1 President of the Board of Education

1 Newest Board Member

1 Mayor, Village or Town Chairman of the Largest Municipality in the School District

1 Editor of Newspaper or Education Reporter

1 Top P.T.A. Official

1 Superintendent of Schools

2 School Principals (randomly chosen)

5 School Teachers (randomly chosen)

3 Graduating Seniors (randomly chosen)

16 Total

II. Respondents in the Milwaukee School District

1 President of the Board of Education

3 Newest Board Members

1 Mayor

2 Editors of Newspapers

3 P.T.A. Officials

1 Superintendent of Schools

2 Associate Superintendents of Schools

6 Principals (randomly chosen)

15 Teachers (randomly chosen)

9 Graduating Seniors (randomly chosen)

43 Total

APPENDIX D

Instrument Used in the Study

WISCONSIN EDUCATIONAL NEEDS ASSESSMENT STUDY

Introduction

The purpose of this interview is to seek your opinions regarding educational needs in the State of Wisconsin. The information obtained from you is very important and will be useful in making policy decisions for education in Wisconsin.

In the first part of the interview you will be called upon to make choices in ten categories. All of the items in a given category you may consider important, but you are to rank the items "1" through "10", so that the item that you think needs the most additional emphasis receives a "1" ranking and the item that needs the least additional emphasis receives a "10" ranking.

As you may note on the first question, (turn to Category 1, Subject Fields) some of the items in this category have been described further in parentheses. These examples are there only to clarify the meaning of the item.

After you have completed your rankings you may specify any other item that you feel should be included.

Category 1. Subject Fields

The following items are subject fields that may be taught in your school system. Rank the items so that the item that needs the most additional emphasis receives a "1" ranking and the item that needs the least additional emphasis receives a "10" ranking. DO NOT TIE RANKS.

_____ a. Science (General Science, Biology, etc.)

_____ b. Social Studies (History, Geography, etc.)

_____ c. Vocational-Technical (Business, Agricultural, etc.)

_____ d. Mathematics (Arithmetic, Algebra, etc.)

_____ e. Practical Arts (General Shop, Homemaking, etc.)

_____ f. Reading

_____ g. Health and Physical Education

_____ h. Fine Arts (Music, Art, etc.)

_____ i. English (Language Arts)

_____ j. Foreign Languages

Other (Specify) _____

Category 2. Level of Education

The following items are levels of education that may be needed by individuals in your school district. Rank the items so that the item that you think needs the most additional emphasis receives a "1" ranking and the item that needs the least additional emphasis receives a "10" ranking. DO NOT TIE RANKS.

_____ a. Junior High School Education (Grades 7-9)

_____ b. Post-secondary Vocational-Technical Education

_____ c. Adult Education

_____ d. College-University Education

_____ e. Infant Education (1-2 year olds)

_____ f. Senior High School Education (Grades 9-12)

_____ g. Early Childhood (3-4 year olds)

_____ h. Intermediate Level Education (Grades 4-6)

_____ i. Kindergarten Education (5 year olds)

_____ j. Primary Education (Grades 1-3)

Other (Specify) _____

Category 3. Vocational-Technical Programs

The following items are kinds of vocational programs which may be needed by individuals in your school district. Rank the items so that the item that needs the most additional emphasis receives a "1" ranking and the item that needs the least additional emphasis receives a "10" ranking. DO NOT TIE RANKS.

_____ a. Business (Stenography, Accounting)

_____ b. Electronic (Radio, TV, Computer Applications)

_____ c. Applied Arts (Ceramics, Interior Design, Graphic Arts)

_____ d. Skilled Trades (Carpentry, Plumbing, Masonry)

_____ e. Industrial (Machine Shop, Welding, etc.)

_____ f. Human Services (Cooking, Nursing, Barbering)

_____ g. Automotive

_____ h. Distributive (Merchandising, etc.)

_____ i. Agricultural

_____ j. Home Economics (Food, Clothing, etc.)

Other (Specify) _____

Category 4. Teacher Personnel

The following items are concerns related to teacher personnel that may exist in your school district. Rank the items so that the item that needs the most additional emphasis receives a "1" ranking and the item that needs the least additional emphasis receives a "10" ranking. DO NOT TIE RANKS.

_____ a. Methods of Teacher Selection

_____ b. Teacher Utilization and Specialization

_____ c. Teacher Involvement in Decision Making

_____ d. Ineffective Teachers

_____ e. Supply of Teacher Candidates

_____ f. Teacher Militancy

_____ g. Quality of Teacher Candidates

_____ h. Teacher Turnover

_____ i. Evaluation of Teachers

_____ j. Reward and Incentive Systems

Other (Specify) _____

Category 5. Administrative Services

The following items are administrative services that may be needed in your school district. Rank the items so that the item that needs the most additional emphasis receives a "1" ranking and the item that needs the least additional emphasis receives a "10" ranking. DO NOT TIE RANKS.

_____ a. Community Analysis (Long-range program planning)

_____ b. Research

_____ c. Staff Personnel Services

_____ d. Pupil Personnel Services

_____ e. School-Community Relations

_____ f. School Facility Planning

_____ g. Curriculum Development

_____ h. Data Processing

_____ i. Business Management

_____ j. Supervision of Instruction

Other (Specify) _____

Category 6. Pupil Services

The following items are kinds of services that may be needed for pupils in your school district. Rank the items so that the item that needs the most additional emphasis receives a "1" ranking and the item that needs the least additional emphasis receives a "10" ranking. DO NOT TIE RANKS.

_____ a. School Health

_____ b. Social Work

_____ c. Junior High School Guidance

_____ d. Psychological Testing and Referral

_____ e. Achievement Testing

_____ f. Follow-up of Graduates

_____ g. Elementary School Guidance

_____ h. Educational-Vocational Placement

_____ i. In-School Placement of Pupils

_____ j. Information on Careers and Occupations

Other (Specify) _____

Category 7. Budget Allocations

The following items are categories of budget allocation in your school district. Rank the items so that the item that needs the most additional emphasis receives a "1" ranking and the item that needs the least additional emphasis receives a "10" ranking. DO NOT TIE RANKS.

_____ a. Transportation

_____ b. Paraprofessional Personnel

_____ c. Specialized Personnel (Counselors, Psychologists, Social Workers, etc.)

_____ d. Administrative and Supervisory Personnel

_____ e. Classroom Facilities

_____ f. Building Maintenance and Operation

_____ g. Teaching Personnel

_____ h. Libraries and Instructional Center Facilities

_____ i. Textbooks and Instructional Supplies

_____ j. Audio-visual Equipment

Other (Specify) _____

Category 8. Instructional Approaches

The following items represent approaches to instruction that may be needed in your school district. Rank the items so that the item that needs the most additional emphasis receives a "1" ranking and the item that needs the least additional emphasis receives a "10" ranking. DO NOT TIE RANKS.

_____ a. Non-graded Program

_____ b. Individually Guided Instruction

_____ c. Homebound Instruction

_____ d. Computer Assisted Instruction

_____ e. Instructional Aides

_____ f. Team Teaching

_____ g. Televised Educational Programs

_____ h. Audio-visual Instruction

_____ i. Flexible Scheduling

_____ j. Use of Resource Persons

Other (Specify) _____

Category 9. Educational Programs

The following items are educational programs that may be needed in your school district. Rank the items so that the item that needs the most additional emphasis receives a "1" ranking and the item that needs the least additional emphasis receives a "10" ranking. DO NOT TIE RANKS.

_____ a. Program for Average Pupils

_____ b. Program for Educationally Disadvantaged

_____ c. Program for High School Terminal Students

_____ d. Program for Alienated Youth (Potential Dropouts, Unmotivated, etc.)

_____ e. Program for Academically Talented

_____ f. Program for Culturally Distinct (Migratory, Indian, etc.)

_____ g. Program for Emotionally Disturbed

_____ h. Program for Slow Learners

_____ i. Program for Mentally Handicapped (Trainable, Educable, etc.)

_____ j. Program for Physically Handicapped (Visual, Orthopedic, etc.)

Other (Specify) _____

Category 10. In-Service Education

The following items are kinds of in-service education programs that may be needed by teachers in your district. Rank the items so that the item that needs the most additional emphasis receives a "1" ranking and the item that needs the least additional emphasis receives a "10" ranking. DO NOT TIE RANKS.

_____ a. Education in Utilizing Team Teaching

_____ b. Education in Evaluating Pupils

_____ c. Education in Reporting Pupil Progress

_____ d. Education in Guiding the Learning of Pupils

_____ e. Education in Human Relations

_____ f. Education in Motivating Pupils

_____ g. Education in Subject Matter Content

_____ h. Education in Selecting and Utilizing Materials and Equipment

_____ i. Education in Diagnosing Pupil Needs

_____ j. Education in Planning Instruction and Developing Curriculum

Other (Specify) _____

Question 11. All Categories

While you have been responding to each of the foregoing ten questions I have been making a list of only those items you ranked first in each category. Now, using the same procedure as before, rank these ten items, so that the one that needs the most additional emphasis receives a "1" ranking and the item that needs the least additional emphasis receives a "10" ranking. DO NOT TIE RANKS.

____ a. _____

____ b. _____

____ c. _____

____ d. _____

____ e. _____

____ f. _____

____ g. _____

____ h. _____

____ i. _____

____ j. _____

If you were in the enviable position of having unlimited funds to spend to improve your schools, what would you do?

I. BACKGROUND INFORMATION

1. Name _____

2. School District _____

3. Classification of Respondent

_____ 1. Board President
_____ 2. Board Member
_____ 3. Superintendent of Schools
_____ 4. Principal
_____ 5. Teacher
_____ 6. Student
_____ 7. P.T.A.
_____ 8. Press
_____ 9. Mayor

APPENDIX E
Letter to Interviewees

UNIVERSITY EXTENSION

The University of Wisconsin
905 University Avenue, Room 401
Madison, Wisconsin 53706
Telephone: 262-3122 (Area Code 608)

Wisconsin Survey Research Laboratory

Spring, 1969

Dear Sir or Madam:

This letter is to inform you about a survey we are doing in which we need your help. We, the staff of the Wisconsin Survey Research Laboratory, are assisting in a study of educational needs in Wisconsin public schools conducted for the Wisconsin Department of Public Instruction. This survey is sponsored by Mr. Russell Way, State Coordinator of Title III Programs, State Department of Public Instruction.

Within a few days, an interviewer of the Wisconsin Survey Research Laboratory will be contacting you for an interview. The interview is for the purpose of seeking your opinion with respect to educational needs in our state. The information you can give us will be important in making policy decisions and allocating money for education in Wisconsin. Please welcome our interviewer when she contacts you.

Sincerely,

Mina C. Hockstad

Mina C. Hockstad
Associate Director

MCH/mj